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ABSTRACT

This handbook for home economics teachers as well as those teaching social studies and consumer education is designed to provide content and numerous student activities that explore the nature and effects of changing roles in society, particularly sex-related roles. The handbook begins with a brief section containing ten short single paragraph case situations involving sexually biased attitudes and practices; and content on the effects of socialization and sex role stereotyping, coping as a single person, employability at any age, and sharing roles. The remainder of this booklet covers seven topics, with each including specific content, numerous suggested classroom activities (some involve the use of the ten aforementioned case situations), and teaching objectives and evaluative techniques for some of the activities. The seven topics and some of their subdivisions follow: recognizing and breaking the stereotype mold, socializing males and females (remaining single, later marriage, smaller families/no children, single parenthood, and career and/or homemaking), recognizing more life style options, recognizing legal rights (employment, divorce/desertion/separation, property and estate planning, children's rights, and housing), developing attitudes and skills for employability (practicing assertiveness and decision making, education as a lifelong goal, and developing career awareness), becoming flexible in roles (sharing tasks and responsibilities), and identifying and promoting needed legislation. (EM)

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Changing Societal Roles and Teaching

by

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TO OUR READERS . . .

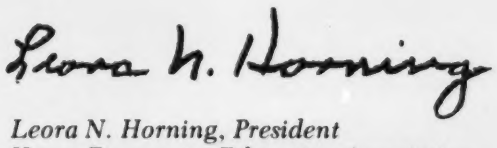
Life styles have varied since the beginning of time. Only in recent years have we identified various styles and given serious consideration to their influence upon people. Because teachers often ponder how best to assist their students in coping with problems involving life in a changing world, this publication came into being. The author has provided "substance" for teaching in this area along with practical suggestions and numerous ideas for classroom activity.

Using this reference will assist teachers to:

- *recognize and accept various life styles, some of which still have a stigma attached to them*
- *become aware of a tendency to stereotype without reason*
- *consider the restraints placed by society upon some life styles*
- *realize the legal aspects resulting from life style*

Teachers should find this publication useful in working with students from many types of living situations and in preparing them for future roles. Additional copies may be ordered from the Home Economics Education Association, address elsewhere in this booklet.

Our author, Ruth Dow, is an Instructor in the School of Home Economics, Eastern Illinois University at Charleston. She is also an advanced graduate student in Home Economics Education at the University of Illinois at Urbana-Champaign. Ruth has given of her ability, time and effort to HEEA. Without her professional devotion, this reference would not be available. Our sincere gratitude is extended to her.



Leora N. Horning, President
Home Economics Education Association

October 19, 1976

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RMD

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INTRODUCTION

This bulletin is designed as a handbook to provide information and numerous activities for exploring the nature and effects of changing roles in society. Frequently, understanding of self and of societal expectations, as well as knowledge of current data can facilitate preparation for the future.

We are concerned with *person* rights, not merely those of one sex or the other. We have attempted to view societal changes from the standpoint of both sexes. However, if there is a somewhat greater emphasis on the distaff side, it is a reflection of society's former reluctance to recognize and balance the bias toward males.

A wide variety of activities is adaptable to different classroom and other situations. The topics are relevant to social studies and consumer education as well as to home economics.

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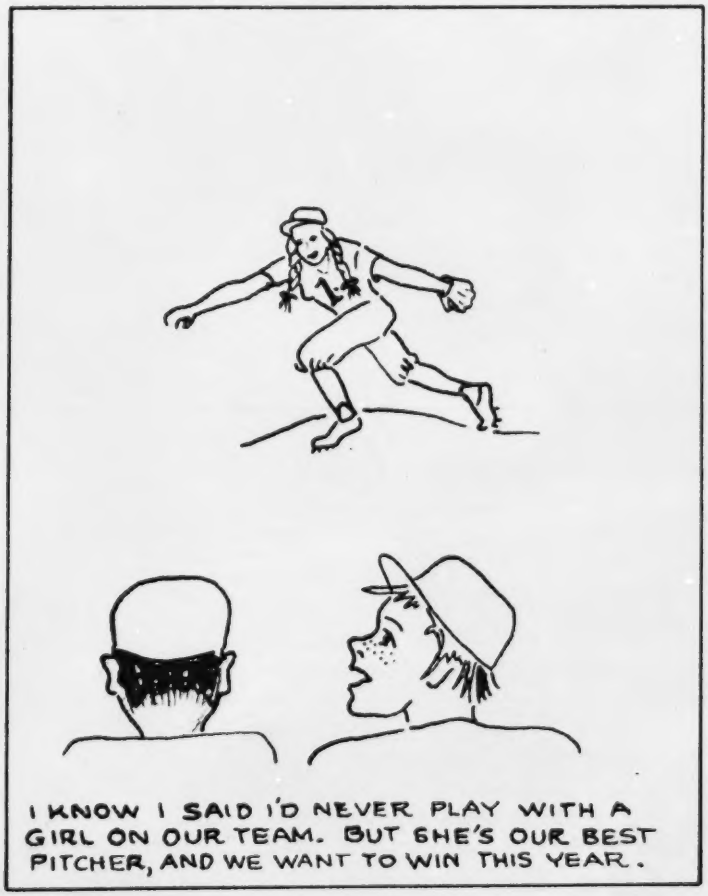
While some of the topics may not seem of immediate significance to students, heightened awareness may help them avoid some of the complications and difficulties described. With the increase in teen marriages and divorce, the situations may not be as far in the future as some might think.

If students are stimulated to examine their own attitudes in the light of our changing society and to become better prepared for their various roles, this bulletin will have achieved its purpose.



Changing Societal Roles and Teaching

RECOGNIZING TODAY'S WORLD AND TOMORROW'S

One of the safest predictions that can be made as the United States enters its third century is that life will be significantly different in many respects 10, 20, 30, 50 years from now. Even though our crystal ball is often clouded, how can we prepare for tomorrow's world and also help those who view us as teachers, parents, and role models? How do the following case situations suggest the direction of things to come? (Note that some of the following situations are no longer legal—but may occur nevertheless.)

1. Jack and Ann Adams have saved enough for a down payment on a house. When they apply for a mortgage, they are dismayed to be told that only Jack's income will be considered on their application, even though Ann's income is substantial. "That's always been our policy," the loan officer explains. "We never know when the woman will become pregnant and lose her job." Jack replies. . . .

2. Bob, a high school junior, is talking with a counselor about becoming a nursery school teacher. He has become quite enthused about working with children during his volunteer work at a local day care center. The counselor asks, "Do you think that's a job for a man? I suppose you could go talk to the home economics teacher if you really want." Bob appears at your door. . . .

3. Mrs. Andrews is 52, recently widowed. Her two children are grown and live in distant cities. After she pays for the funeral, she realizes that her insurance money will not cover her living expenses. She confidently applies to Social Security, only to learn that as she has no minor children, she will not be eligible for widow's benefits until age 60. Rather reluctantly, she begins searching for a job, but when potential employers discover that her last job was in a department store right after she finished high school, they reply, "We'll call you *if* anything turns up." Near panic, Mrs. Andrews wonders, "But what will I do for eight years until my Social Security comes?"

4. Ellen reports to the police that her husband has beaten her for the third time this week, but the police discourage her from pressing charges. If the case goes to court, it will probably go to Family Court, where, in many states, the husband has a right to legal counsel but the complaining wife has no comparable rights. The legal penalties to a husband who assaults his wife are far less than they would be if he had assaulted a stranger. Ellen thinks. . . .

5. Susie, Jane, and Mark are playing ball. Suddenly, Mark calls, "Hey, it's almost lunch time. I have to go set the table." Susie replies, "I wish my brothers would help around our house. My dad says that's women's work, so Jane and I are stuck with it all." Mark explains, "At our house, my mother and dad both have jobs, so we all decided how we were going to help at home. Mostly, it's not so bad—I hate picking up my room, but it's fun to cook. I guess we all do some things we like and some we don't."

6. Barb Rogers' husband has just left her. She is having difficulty finding someone to take care of her three small children while she works at her new job at the shoe factory. Then she receives a letter from the finance company demanding that she continue the car payments as her husband's address is unknown and she co-signed the note. "But he even took the car," Barb exclaims. . . .

7. Both widowed, Mrs. Blue and Mr. Land have come to love each other. They would like to get married, but know that they could not afford to live without Mrs. Blue's widow's Social Security, which she will lose if she remarries. All their values dictate against living together without marriage, but. . . .

8. Linda finds her work as advertising manager of a television station challenging and financially quite rewarding. When she is told that she must have a man—husband, father, or son—co-sign the note for her new car, she replies, "That's humiliating, unfair—and illegal!"

9. Sue and Carl are struggling through a contested divorce. Carl maintains that he is better equipped financially, emotionally, and in other ways to care for their children than Sue is. Although Sue does not want the responsibility of the children, she doesn't want Carl to have them, and insists, "The court always awards children to their mother because a father can't take care of them as well as the mother." Carl responds. . . .

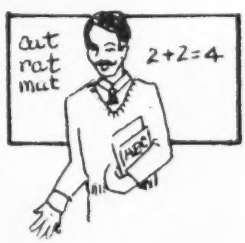
10. Alice, an administrative assistant in a large corporation, has responsibilities exactly comparable to Allen's (in the same company), but he is called an "Administrative Officer" and earns $5000 a year more than she does. When she learns of this discrepancy, she decides. . . .

11. Mr. Fowler, 60, was forced to retire when his company relocated last month. Although his wife is no longer living, he found that unlike a widow of the same age, he was ineligible for a widower's Social Security benefit because his wife's job had not supplied half the family income. He concludes, "There ought to be a law. . . ."

Some of these examples reflect present situations that are within the law; others (1, 8, 10) still may occur but are in violation of the law. Other situations are changing so rapidly that people often are unaware of current law and practice. Unless people are aware of their rights, the *current* law, and the legal remedies available to them, numerous injustices will continue. With a heightened awareness of changing roles and circumstances in our society, people of all ages and of both sexes may come to recognize that change produces not only anxiety and stress, but also challenge and opportunity.

* * *

Many of the above situations illustrate the difficult and complex issues faced by the first International Women's Conference in Mexico City in the summer of 1975. Delegates from around the globe, meeting as a part of the United Nations International Women's Year, developed a 10-year World Plan of Action. This plan is applicable to males as well as to females. Words on paper are a far cry from an accomplished fact, but they do delineate some of the most critical issues of the present and future:



•The achievement of equality between men and women implies that they should have equal rights, opportunities, and responsibilities to enable them to develop their talents and capabilities for their own personal fulfillment and the benefit of society. . . . A reassessment of the functions and roles traditionally allotted to each sex within the family and the community at large is essential. The necessity of a change in the traditional role of men as well as women must be recognized.

•Individuals and couples have the right freely and responsibly to determine the number and spacing of their children and to have the information and the means to do so. The exercise of this right is basic to the attainment of any real equality between the sexes, and without its achievement women are disadvantaged in their attempt to benefit from other reforms.

•Girls and boys alike should be encouraged through vocational and career guidance programs to choose a career according to their real aptitudes and abilities rather than on the basis of deeply ingrained sex stereotypes. They should also be made aware of the education and training required to take full advantage of the employment opportunities available.

•Trade unions should adopt policies to increase the participation of women in the work force at every level, including the higher echelons. They should have special programs to promote equality of opportunity for jobs and training for women workers and leadership training for women.

•In the total development process, the role of women along with men needs to be considered in terms of their contribution to the family as well as to society and the national economy. Higher status for this role in the home—as a parent, spouse, and homemaker—can only enhance the personal dignity of a man and a woman. Household activities that are necessary for family life have generally been perceived as having a low economic and social prestige. All societies should, however, place a higher value on the activities if they wish the family group to be maintained and to fulfill its basic functions of the procreation and education of children.

•Textbooks and other teaching materials should be reevaluated and, where necessary, rewritten to ensure that they reflect an image of women in positive and participatory roles in society.

•A major obstacle in improving the status of women lies in public attitudes and values regarding women's role in society. The mass communications media have great potential as a vehicle for social change and could exercise a significant influence in helping to remove prejudices and stereotypes, accelerating the acceptance of women's new and expanding roles in society. . . . At the present time, the media tend to reinforce traditional attitudes, often portraying an image of women that is degrading and humiliating, and fail to reflect the changing roles of the sexes. . . .[1]

Several significant aspects and trends evident in today's world and tomorrow's are worth further consideration.

[1]*Civil Rights Digest*, 8 (Fall 1975), 13.

Effects of Socialization and Sex Role Stereotyping

Socialization begins at birth, and children begin to develop their self-image and to learn sex roles at a very early age. In our culture, women are characterized as "inconsistent, emotionally unstable . . . weaker, nurturant rather than intelligent . . . inferior, loving creatures."[2] Women are often described as "passive, dependent, and emotional, in contrast to men, who are considered aggressive, active, and instrumental."[3] Are these traits "natural" and inherent, or are boys and girls socialized differently? How does socialization limit the options of both sexes in relation to clothing, toys, athletics, companions, activities, occupational choices and aspirations? What benefits do individuals and our society forego when males are taught that nurturance, gentleness and compassion are not manly, and when females learn that, for them, it is inappropriate to be independent, to assert one's beliefs, to achieve? The problems individuals must overcome as a result of traditional stereotypes are compounded by the trend toward ever-greater numbers of single persons.

Coping as a Single Person

Growing numbers of single persons, both men and women, reflect societal changes. Census figures[4] indicate that in the 20 to 24 age bracket, 60% of the men and 40% of the women are unmarried. By 1990, nearly half the women of that age are likely to be unmarried. There are 9.8 million widows, 3.6 million divorcees, and 2.2 million women separated from their husbands, in addition to the never-married. Fifteen percent of U.S. families in 1974 were single parent families,[5] with about 80% of such families headed by a woman. The number of single parents, mothers or fathers, continues to increase, with 10% of all U.S. children under six being reared by a single parent.[6] Translated, these statistics indicate that very large numbers of people must learn to cope as "singles," often with family responsibilities.

Employability at Any Age

Nearly all "singles" and the majority of other adults face the responsibility of getting a job. Current data indicate that this remains a significant problem in our country. Denis Johnston of the Federal Office of Management and Budget says the single biggest problem in the future will be that of "absorbing the worker—especially the educated worker—into the job market."[7] Adults born during the population explosion of the 1940s and 1950s will find severely limited opportunities for re-education, job advancement, or changing to a new job, emphasizes Karl E. Taeuber.[8] He predicts a resultant life style below expectations, "cut throat competition for upper-level jobs, an increase in white-collar crimes, widespread dissatisfaction with the lower-level jobs, and more mental health problems."

Latest U.S. census data indicate that women now comprise 40% of the work force; if trends continue, there will be as many employed women as men by the end of

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[2]Naomi Weisstein, *Kinde, Kuche, Kirche as Scientific Law: Psychology Constructs the Female* (New York: New England Free Press, 1969), p. 7.

[3]L. Weitzman, "Sex-Role Socialization," in *Women: A Feminist Perspective*, ed. by Jo Freeman (Palo Alto, Cal.: Mayfield Publishing Co., 1975), p. 105.

[4]"The American Woman," *U.S. News and World Report*, 8 December 1975, p. 56.

[5]M. B. Sussman, "Toward Parity in Family Roles," in *New Perspectives on Changing Roles (J. C. Penney Forum*, Spring/Summer 1976), p. 14.

[6]"The Parent Gap," *Newsweek*, 22 September 1975, p. 53.

[7]"Next 25 Years—How Your Life Will Change," *U.S. News and World Report*, 22 March 1976. p. 39.

[8]*Ibid.*

the century. Although nearly half of all women 16 and over are employed, the gap between men and women's pay has widened over the last 20 years. Median earnings were 57% of men's $12,152 income in 1974. This is a 6% decrease since 1956 in women's median earnings as compared to median earnings for men.[9] Of all workers who earned less than $100 a week in 1974, 71% were women; but of all workers who earned $100 to $300 a week, 66% were men.[10] Among the neediest workers are women who are the sole support of themselves and their families. These women have an average weekly take home pay of $134 a week, compared to $214 weekly for men with similar responsibilities.

Although it is now illegal to discriminate against employees on account of race, religion, national origin, sex, or age, discrimination occurs in the latter two categories just as it does in the former ones. The backlog of cases before the Equal Employment Opportunity Commission is so great that redress of grievances frequently requires at least two years.

Sharing Roles

Partly as a result of changes in employment patterns, as described, roles for both sexes are becoming increasingly multi-faceted. With heightened consciousness, recent legislation, and court decisions, as well as women's increased participation in the labor force, former sex role expectations, behavior, and attitudes may be scarcely recognizable. Frequently, however, resistance prevents change. At Cornell University, Kathryn Walker observed in the 1,400 families studied in 1967 that husbands' contributions to household and yard work and related activities were about eleven hours per week, with *no significant difference* when wives were employed.[11] The extent and speed of change in sharing homemaking and family tasks is depicted by a 1974 survey of 30,000 women reported by *McCalls*.[12] Nearly half the married women stated that their husbands do "their share of the housework." Expectations of "share" undoubtedly vary, but clearly more families do share responsibilities now.

While these trends have been evident for some time, perhaps their implications for home economics and other teachers have been less obvious. In any event, countless opportunities can stimulate us to use our varied resources, skills, techniques, and adaptability to improve the quality of life because of—and in spite of—these continuing trends. Next we will consider some of these opportunities and techniques.

***Any teacher who chooses to make a difference will make one.*—Source Unknown**

***Once the mind is awakened and guided to explore the knowledge of the world, the most difficult task of the educator has been accomplished.*—Henry Mills Alden**

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[9]"The American Woman," *op. cit.*, p. 57.
[10]Letty C. Pogrebin, "The Working Woman," *Ladies Home Journal*, April 1976, p. 38.
[11]Kathryn E. Walker, "Household Work Time: Its Implications for Family Decision," *Journal of Home Economics*, 65 (October 1973), 8.
[12]Vivian Cadden, "How Women Really Feel about Working," *McCalls*, June 1974, p. 125.

TEACHING OTHERS FOR TODAY AND TOMORROW

Each of the topics considered will include specific content as well as some suggested techniques appropriate for teaching the various topics. Initial activities will include some suggested teaching objectives and evaluative techniques; later examples will simply include suggestions for activities.

Recognizing and Breaking the Stereotype Mold

Walter Lippmann brought the word stereotype into active use in 1922 to describe bias in perceiving groups of people. He wrote of "pictures in people's heads" which guided and/or distorted their perceptions of others.[13] Webster defines stereotype as a "person or group considered to typify or conform to an unvarying pattern or manner, lacking any individuality."

A topic so heavily dependent upon values as is the perception and acceptance of sex roles is difficult to teach. Rather than imposing a particular perspective upon students, teachers can increase their awareness, help them clarify their own values, understand different points of view, and expand their options related to roles. A consideration of socialization follows on page 13. While it might logically precede "stereotypes," learning about the *cause* of stereotyping may be more meaningful following the development of awareness of the *effects* of stereotyping.

Teaching objectives: Students will recognize ways in which stereotypes characterize or label people in our society. Students will clarify their own characterization of males and females. Students will describe and evaluate significant effects of stereotyping on attitude and behavior, and suggest ways to change stereotypes.

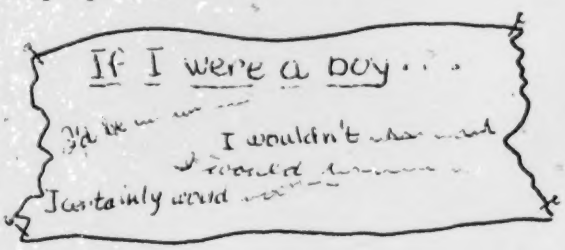
TEACHING ACTIVITIES

Each student is given two blank pieces of paper and a pencil. On the first page the students are directed to draw a picture of a man at work. On the second sheet the students are directed to draw a woman at work. When the class is finished, each student is then asked to show the pictures to the rest of the members and explain what they drew and why. Class discussion regarding stereotypes will then follow based upon the results of the drawings.[14] To what extent do pictures reflect stereotypes. How are such images changing? Should we help them change? How can we do this?

☆ Handwriting on the Wall

Procedure: Post large sheets of paper for student graffiti. Head each sheet with a provocative phrase dealing with sex roles. Encourage students to scribble spontaneous reactions in the spaces provided. Sample phrases:

1. Girls have it easier because . . .
2. To be a man means . . .
3. To be a woman means . . .
4. Words that are masculine . . .
5. Words that are feminine . . .
6. If I were a boy . . .
7. If I were a girl . . .
8. I'm glad I'm a boy because . . .
9. I'm glad I'm a girl because . . .



Responses on the graffiti sheets may serve as the basis for discussion.[15]

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[13]"Perspectives," *AFS World Review*, May 1976, p. 2.
[14]Judy Brun, "Educating for Changing Roles," *Illinois Teacher of Home Economics*, XIX(2) (November/December 1975), 85.
[15]Adapted from Janet Eyler, "Teaching about Justice for Women," *Law in American Society*, 3 (September 1974(, 41.

☆ Have female students complete the following statements: "I would like to be a man because. . . ." Have male students complete the sentences with "woman" substituted for "man." A discussion of these statements may indicate what students see as the burdens and privileges of each sex, how they perceive role division,[16] and how they might change roles and images.

☆ An alternative phrasing of the above sentences might be "If I were a man (woman), I would (like to). . . ." What things do students feel they can't do or become because of their actual sex? For instance, if a male says "If I were a woman, I would work in a day care center," he could be asked why he feels he can't do this as a man, why that appeals to him, etc. Similarly, if a female student says she would be a race car driver if she were a man, her options and feelings could be further explored.[17] How can each person do the kind of work s/he prefers? Laws and customs are changing (discuss examples), and helping students to be aware of new developments may help them broaden their view and increase their options.

☆ Have students fold a piece of paper in half lengthwise. On one side have them list the traits they look for in male friends and on the other, have them list traits desired in female friends. Have them open up the paper and compare the lists. How similar are they? What differences are there? Have students discuss the implications of choosing friends according to their sex-typed criteria.[18]

To be human should be considered a privilege, not an excuse.
—Putnam County (Ind.) *Graphic*

☆ Role reversal situations often give insight into our customs and rituals. For example, students could conduct a mock classroom marriage ceremony in which the mother gives away the groom, the couple is pronounced woman and husband and become Mrs. and Mr. Jane Smith. Another situation which could point out the artificiality of the distinctions that keep men's and women's roles strictly defined would be to have students conduct "interviews" with prominent men, asking them what their favorite home repair techniques are, what size suit they wear, how they combine marriage and parenthood with career, and how they manage to stay so young and handsome.[19]

☆ Cut out pictures showing people of widely varied age, race, lifestyles, roles, both sexes, etc. Students might speculate about what each person is like. Are impressions more favorable for people who appear conventional in role and appearance than for those who appear less conventional? How accurately does appearance reflect what people are really like? How does stereotyping limit our choice of friends, our experiences, our occupations? How can we see people as individuals rather than as distorted "pictures in people's heads"?

☆ Use case situations 2 and 5 (pages 5 and 6) for role play and as basis for discussion.

***Women like silent men. They think they are listening.*—Marcel Achard**

[16] "New Roles for People," *Texas Tips and Topics* (Texas Tech University, February 1975).
[17] *Ibid.*
[18] *Ibid.*
[19] *Ibid.*

☆ Characteristics which are sex-typed can affect attitudes toward others' capabilities, as well as personal role selection and performance. Use the checklist below for attitude clarification and as a basis for discussion about sex-typed characteristics.[20]

DEFINITIONS. DO THEY FIT?

Instructions: Which of the following characteristics are most often used to describe women? Men? Check (✓) the appropriate column.

	Sensitive	Intuitive	Hysterical	Weak	Emotional	Assertive	Gentle	Gossipy	Independent	Dependent	Self-reliant	Ambitious	Understanding	Policy-makers	Authority	Career-Oriented	Home-Oriented	Fearful	Docile	Athletic	Adventurous	Sympathetic	Affectionate
Used to Describe Men																							
Used to Describe Women																							

Review the list of characteristics again. At the top of the list check (✓) those characteristics which you think are appropriate for both men and women and boys and girls to develop. Discuss your reasons. To the extent that such characteristics are appropriate for both sexes (or neither), how can we modify images and stereotypes?

☆ The activity below was used as part of the special program on NBC television early in 1975 narrated by Barbara Walters and Tom Snyder and called "Man and Woman." This activity can provide a chance for each student to take a look at his/her attitudes in comparison to traditional role expectations.

MALE/FEMALE TRADITIONAL ROLES

For each of the words in the list below, rate yourself using the following scale. Total them separately, and compute the difference between the two totals.

Scale: 1 = seldom 2 = occasionally 3 = quite often 4 = most of the time

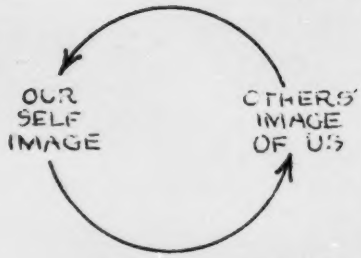
____ 1. Aggressive	____ 1. Affectionate
____ 2. Ambitious	____ 2. Compassionate
____ 3. Assertive	____ 3. Gentle
____ 4. Athletic	____ 4. Loving toward children
____ 5. Competitive	____ 5. Loyal
____ 6. Dominant	____ 6. Sensitive to others
____ 7. Forceful	____ 7. Sympathetic
____ 8. Independent	____ 8. Tender
____ 9. Self-reliant	____ 9. Understanding
____ 10. Willing to take a stand	____ 10. Warm

The greater the difference of the two totals, the more the individual conforms to society's traditional standards. If the difference between the two totals is more than 10, the individual is being greatly limited by sexual biases.[21]

☆ Role play: Jean Lake has waited until half way through dinner to tell her family that she has just been offered a job as a teacher's aide. She loves working with children, and the money would help with Bob's electronic school expenses. She

[20] Brun, *op. cit.*, p. 86.
[21] *Ibid.*, p. 88.

would be away from home from 8:00 A.M. until 4:30 P.M., and wonders how her husband, Roy; Karen, 8; Jim, 13; and Bob, 18, would feel about it. Continue the conversation, reacting as these people might.



Others tend to view us partially according to the way we view ourselves; likewise we view ourselves partially in relation to the way others see us. A major difference between women who have "made it" and those who have not is that women who are successful behave as if they expect to be treated as equal. Although they know the myths about women, they do not believe them. Thus they act with increasing perception, confidence, and success. How does breakdown of stereotypes affect self-images of women and men? How do improved images liberate both sexes?

☆ Discuss how stereotyping limits us in using our capabilities and in causing us to respond as we think we are expected to act, rather than as we really feel and believe. The teacher will be able to supply specific examples.

Instead of emphasizing traits and roles most appropriate for one sex or the other, what would happen if we emphasized mutually beneficial traits and roles?

☆ Provide good examples of non-sexist materials of all kinds: pictures, stories, books, cartoons, advertisements, children's books (for younger brothers and sisters or children with whom students babysit). These materials might be available at learning centers throughout the classroom. Individuals, groups or the entire class might examine the materials, comparing them with examples of sexist materials. How do the two types differ? (Sometimes differences are quite subtle.) What effect might each type have on those who use them? How could these effects be reinforced (if non-sexist) or counteracted if they are sex-biased?

Good examples of non-sexist materials include: *Free to Be, You and Me*, LP record, Bell Records, and book, McGraw-Hill Book Co.; Diane Gersoni-Stavn, compiler, *Sexism and Youth* (New York: R. R. Bowker Co., 1974); *Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes*, Association for Childhood Education International, 3615 Wisconsin Ave., NW, Washington, D.C. 20016; Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017, produces non-sexist, multi-racial educational materials.

Socializing Males and Females

As has already been noted, socialization is the process by which individuals internalize the expectations of their culture. Numerous aspects of a society promote socialization: family, school, peers, the media, church, government, and other social institutions. For most individuals, the home and family exercise the earliest and most pervasive influence. As Margaret Mead reminds us, "Home is the place where we create the future—the place where children are prepared to grow toward independence and a way of living in a wider world."[22]

> Cultures differ in their views of structure and function of the family, but, in general, regard it as the fundamental unit of the social system. Political, economic, religious, and other social institutions responding to the need for education, law and health care are built around it.
>
> In our society the family provides a setting for socialization, economic security, material necessities, transmission of values, protection and affection. The family is the source of sustenance and support.
>
> Throughout the history of home economics, education and research programs have focused upon man's (sic!) well-being, with special emphasis on the family. "Family" may be a nuclear family of parents and children, an extended family including other relatives or "one person or a group of individuals living together in one household and performing many family functions."[23]

[22]Margaret Mead, "Every Home Needs Two Adults," *Redbook*, May 1976, p. 38.

[23]Jean Schlater, *National Goals and Guidelines for Research in Home Economics* (Association of Administrators of Home Economics, October 1970).

In the socialization process, children learn (1) to **distinguish** between the sexes and to know what kinds of behavior are characteristic of each (age 3-4); (2) to **express** appropriate sex role **preferences** for himself or herself (age 3-4); and (3) to **behave** in accordance with sex role standards (by age 6).[24] Parents' verbalized expectations often vary markedly for sons (athletic, smart, self-reliant, independent, tough, "all boy," achievers) and for daughters (quiet, gentle, clean, helpful, not rough, have marriage as a goal, learn to cook and sew).[25] Aggressiveness and competitiveness are encouraged in males, suppressed in females.

As these early attitudes and behaviors are reinforced by peers, school, church, television, and society in general, the sex role stereotypes tend to develop quite predictably.

TEACHING ACTIVITIES

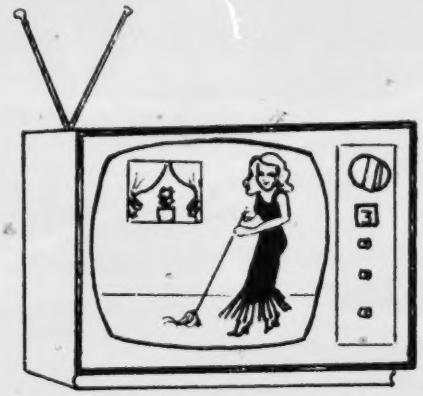
Teaching objectives: Students will be able to explain ways in which socialization occurs and relate them to the perception and acceptance of sex roles. Students will be aware of own values in regard to sex roles.

In any child care situation (in class, in a day care center, church nursery or Sunday School class, as a baby sitter, in a family) students can note how children learn sex roles, observing and/or interacting with children. What do the children learn? How do they learn it? Are sex roles taught to the child on purpose, or did s/he learn it as a part of the situation? How can you tell? Was what was learned something usually thought of as related to boys? to girls? either or both?

Share observations with the class. Discuss different types of learning that help us develop an understanding of sex roles. Where, when, why, how, and from whom do we learn information, attitudes, and behavior? How do facts, attitudes, and behavior differ? How are they related?

☆ For further exploration of recognizing and breaking of sex role stereotypes, use the filmstrip "Food for Thought: An Inquiry Approach to Human Liberation" accompanied by cassette or record, transparencies and leader's guide (good suggestions for use). Available for $22.95 from Youth Education, 10 East 40th Street, New York, New York 10016.

☆ Students can also observe or listen to television programs and advertisements, radio, popular songs, comic strips, school books, movies, etc., for portrayal of sex role images and evidence of socialization. How realistic are the situations and role images? In what ways do male and female images tend to fit stereotypes? Or, are "human" roles appropriate for both sexes shown? How often are men shown as tough and adventurous and women as soft and weak, or nagging? How can the images be improved? What can you do as a viewer, consumer, or reader to change stereotypes? (Even a small number of letters from viewers has caused advertisers to drop offensive commercials.)



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[24] Weitzman, *op. cit.*, p. 109.
[25] *Ibid.*, pp. 111-12.

When we become aware of inequities, injustices, and limitations that we individually and collectively may impose upon ourselves and each other as a result of our socialization in a rapidly changing society, we may tend to overreact and form new stereotypes. Ideally, at least, we are less concerned with "women's liberation" or "men's liberation" than with human liberation which frees all of us to achieve our highest potential, to be, in Maslow's term, self-actualizing persons.

Rather than try to make women more like men, is it not more realistic and more appropriate to emphasize the most admirable characteristics of both sexes? Are traits of compassion, understanding, patience, tenderness, nurturance, and social concern unique to females? Should they be? Shirley Chisolm comments, "The softness, warmth, and gentleness that are often used to stereotype [women] are positive human values. . . . The strength that marked Christ, Gandhi, and Martin Luther King was a strength born not of violence, but of gentleness, understanding, and genuine human compassion."[26]

High levels of competition and struggles for power often result in a higher incidence of ulcers, cardiovascular disease and other stress-related difficulties—for men, and increasingly for women, as women become more competitive. If individual families and society benefit from women being supportive, would not similar benefits accrue if men likewise were more supportive?

Or in the words of Gersoni-Stavn,

> We must raise our children as humanists. This obviously entails the elimination of sex role stereotyping . . . we must teach athletic kids not to look down on the more studious ones; studious ones not to disparage athletes. . . . [All types of talents] can be present in one person. Only individual desires and ability, not presumed or behavioral norms or outside pressures should determine what girls and boys become and do. The word is options.[27]

Some examples of objectives, content, and techniques for teaching have been illustrated. As evaluation is the fourth part of the educational process, some evaluative techniques will also be suggested.

Q-SORT, a research technique adaptable for evaluation, also can be used to indicate values.[28]

To evaluate the extent of success of a teaching objective, students will be aware of own values in regard to sex roles:

TEACHING ACTIVITY Give students cards with words descriptive of male and/or female sex role characteristics. Cards should be sorted into 3 different piles labeled: Words I think generally describe males, Words I think generally describe females, and Words that describe both. Some descriptive words have been listed earlier; others could be added. Scoring: Since there are no right or wrong answers in this situation, evaluation could only be in terms of whether the student was able to decide which words were descriptive of males, females, or both, and how long it took to make the decisions.

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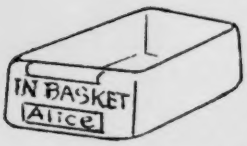
[26]Diane Gersoni-Stavn, comp., *Sexism and Youth* (New York: R. R. Bowker Co., 1974), p. xxv.

[27]*Ibid.*, p. xxviii.

[28]Hazel Taylor Spitze and Mildred Barnes Griggs, *Choosing Evaluation Techniques* (Washington, D.C.: Home Economics Education Association, 1976), p. 38.

IN-BASKET can be used as a teaching or an evaluation technique.[29] In this technique evaluation is possible on a continuing basis.

TEACHING ACTIVITIES



Each student has his/her own "in-basket" (a tote tray, drawer, box, file folder, etc.) and each day or on specified days for a given period of time the teacher places an item in the basket which requires action by the student to get it into the "out basket," which might be the teacher's box or drawer. These items could be the same for all students or varied according to student interests and abilities. A specified amount of time could be allowed for the student to act on his/her item, or the assignment could be due at a later time. The items could require a written response, other kinds of activity, or both. Example: **Teaching objective:** Student will describe ways in which socialization occurs and evaluate significant effects of stereotyping on attitudes and behavior. The teacher might place in student's in-basket the following hypothetical situations:

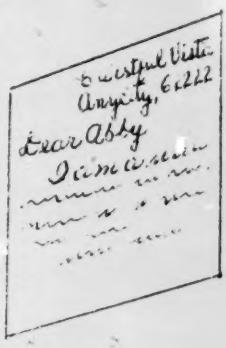
Situation 1: Your friend Ted has just told you he wants to be a nurse. His friends are teasing him and calling him a sissy. Tell (the class or in writing) what you would say to Ted and to his friends and explain probable reasons why Ted and his friends feel as they do. Explain how these feelings may affect what Ted does (or substitute your friend Sue as a truck driver, or a West Point cadet).

Scoring: If a student mentions any effect of stereotyping (the teasing, Ted's embarrassment, the labeling of "manly" jobs or lack of understanding), part of the teaching objective has been reached and points can be given. Additional points can be given for recognition of sources of attitudes, as well as how attitudes may affect Ted's actions both now and in the future. If a student agrees with Ted's friends but recognizes the sources and effects of stereotypical attitudes, s/he has met the objective, even if the teacher's view is different.

Situation 2: Karen and Dick are playing in the nursery school where you are helping. When Karen puts on the fire chief's hat, Dick grabs it, shouting, "Silly, you know only boys can be firemen!" Demonstrate for the class (or write) what you would say and do in the nursery school. Give likely reasons why Karen and Dick think and act as they do. How will your reaction affect their feelings and actions?

Scoring: Similar to above. Student should recognize that whether s/he rejects or conforms to the stereotype will affect the children's attitudes and behavior—and why.

☆ A "Dear Abby" format using letters to which students can write responses could serve a similar purpose, either as a teaching or evaluation technique.[30]



Dear Abby:
I am a housewife, age 47, and have raised 4 children who are now in college. I am presently doing volunteer work and keep my husband's socks mended and his shirts pressed. I am no longer happy to be at home. What can my husband do around the house to help me fulfill my dual role? He is from a traditional home and believes "a women's place is in the home."

[29] *Ibid.*, p. 35.
[30] Brun, *op. cit.*, p. 88.

Dear Abby:
I recently got married and want to work but my husband does not want me to. He reads your column and respects your answers. What can you tell him so that he understands that I do not want to work for economic reasons only. What can he do to maintain satisfactory marital relationships?

Dear Abby:
I am a housewife. I enjoy being a homemaker staying home and taking care of my husband and the children. I feel fulfilled as a person. Is something wrong with me that I do not want to pursue a career like most women are doing now?

Many examples have been suggested as possible ways to aid students in recognizing that sex role stereotypes are potent forces in determining attitudes and actions. Activities have been proposed to help both sexes break the stereotype mold (teachers and students may develop other activities). Once the effects of socialization have been recognized and corrective measures applied, students may be ready to consider the variety of options open to them.

Recognizing More Life Style Options

For example, the traditional family is only one of several options. Rising numbers of single persons (divorced, separated, widowed, never-married), more single parents, and trends toward later marriages and smaller families have all been substantiated by census data. No longer is marriage and family necessarily the expected choice for most young men and women,though the vast majority do marry eventually.

Home economics has been accused of over-glorifying the home and family, of insisting that woman's place is in the home, working at tasks which seldom insure any personal advancement. Regardless of the extent of the validity of these charges in the past, it seems evident that for the present and future, we must recognize societal trends and prepare students to live with them.

TEACHING ACTIVITY You might prepare a bulletin board with the title "What Roles Do You Play?" across the top and "What Roles Will You Play in the Future?" across the bottom. Ask students to bring pictures of people performing various roles: homemaker, wage earner, family member, etc., and place them on the board. Use this as a discussion base to help develop the generalization that a person plays many roles at any one time in life and these roles are constantly changing.[31]

The bulletin board could also provide a springboard for consideration of various options open to individuals in today's society.

Independence is another life style option that is becoming more available. Margaret Mead emphasizes that "no one can achieve independence without the ability—and the opportunity—to be self-supporting." In former years, adult women—married, single, or widowed—usually had a useful role in a home where household skills were always in demand. In these days of nuclear and broken families, this situation no longer exists. "Dependence represents a lack of alternatives. That is why the best gift American parents can give their daughters is training in some marketable skills."[32]

[31] *Ibid.*, p. 84.
[32] "Margaret Mead Answers," *Redbook*, June 1976, p. 29.

***Dependency breeds contempt.*—Source Unknown**

Of the 40% of women who are in the work force, many are there from sheer economic necessity, as the sole support of the household or supplying necessary supplemental income. Many others choose employment to provide home furnishings, care for aged parents, vacations, higher education, and/or other standard of living improvements which the family desires. For ever-larger numbers, career goals, professional advancement, and personal growth and fulfillment are compelling reasons for employment. Frequently, a combination of factors is involved.

The choice women make is not whether to work, but where to work.
—Business & Professional Women

Significant changes in attitudes toward traditional roles and in career expectations have occurred within just the last five years. Scanzoni[33] reports that five years ago the great majority of college men and women held traditional role preferences. They believed that, in and out of marriage, men should lead and women should follow; that women should marry, thereby finding their identity and status in their husbands; and that women should definitely have children and consider it their primary life goal to train and nurture them. The woman should not work while she had preschool children, and her job would always be secondary to that of her husband, the chief breadwinner. By 1975, the proportion of students holding that traditional view had reversed itself, and the traditional students were now the ones on the defensive. Another study reported similar results: in 1969, only 49% of the college women sampled agreed that "a wife's career is of equal importance to her husband's," while 81% of the 1973 sample agreed with that statement. Those women expecting their husbands to "help with the housework" rose from 47% in 1969 to 77% in 1973. Sixty percent of the 1973 sample intended to work all of their adult life, although only 22% would sacrifice marriage in order to maximize career success. In general, the 1973 women were determined to have both a career and family, and they had "greater confidence in women's abilities, firmer belief in their right to compete with men, and stronger expectations of an equal division of labor in the home."[34]

Smaller families are anticipated as compared to the past. More couples choose to marry later, remain childless, or have only one or two children. Not only does this trend ease the population situation, it also provides more employment and financial options to the couples involved.

Single parenthood is becoming more prevalent not only as the result of the breakup of families, but because adoption agencies have altered former rigid policies and occasionally place children with single parents, men as well as women. Coping with the responsibilities of home and family, as well as being breadwinner, places heavy demands upon a single parent. Traditionally, courts have nearly always awarded custody of children to the mother, unless she was considered patently unfit. However, more judges now recognize that fathers may be at least as capable of caring for the children. Fathers and mothers who rear children alone are discovering the difficulties of combining home and other responsibilities. One such father commented, "The system requires that a man must choose . . . either his work or his children. . . . Many of the problems of raising children are endemic to the situation, regardless of gender [of the single parent]."[35]

[33]John Scanzoni, "Acceptance of Egalitarian Roles in Marriage," in *New Perspectives on Changing Roles* (*J. C. Penney Forum*, Spring/Summer 1976), p. 10.
[34]Ann Parelius, "Today's College Women: Attitudes and Beliefs," in *New Perspectives* (*J. C. Penney Forum*, Spring/Summer 1976), p. 12.
[35]"The Parent Gap," *op. cit.*, p. 54.

TEACHING ACTIVITY Have students list all the things done by a father and a mother in a day (or a month). Then combine, to see what a single parent has to do. Discuss which ones could be eliminated, or shared with children or hired help. Identify additional roles a single parent has—possibly like establishing friendly relationships with the opposite sex.[36]

Although good parenting requires patience, understanding, skills and knowledge, many people lack any preparation for it. Surely teachers, especially those in home economics, could make a valuable contribution to individuals and society by helping to prepare both young men and women with attitudes, understanding, and skills needed for parenting. This contribution would seem especially valuable as interest in and respect for parenting appear to be declining.[37]

TEACHING ACTIVITIES Other activities could be developed from some of the case situations.

☆ To help enlarge students' awareness of available adult options, the following realistic activity might be useful. It could be as simple or extensive as the circumstances dictate. In its larger scope, it could also serve as a major consumer education learning experience. Students could project into the future what they expect or what they would like to do when they complete their formal education. For some, this time would be in the immediate future; for others it would be considerably further away. Using newspaper ads, employment or placement services, personal inquiry, etc., they should find an actual job that is commensurate with their interests and the skills, abilities, and educational level they will have attained by that point in their lives. They should indicate what family, if any, they have. Using advertisements and other means of investigation, students select housing, furnishings, transportation, and other needs for their particular situation. Other aspects of the experience, depending on its scope, could include making a budget, preparing tax returns—really thinking through and investigating numerous relevant aspects of adult living.

Specific aspects of the reports (employment, transportation, recreation, taxes, etc.) could be evaluated by different groups of students in light of student/teacher established criteria. Among other criteria, reasonable accuracy and a realistic approach should be included. It would be reasonable to use current dollar figures rather than try to speculate as to the amount of future inflation. Following the class evaluation, students should be able to justify the reasoning behind each section of their reports.[38]

Hopefully, class members would choose a variety of education-marriage-family-career plans so that many options could be explored by the class. If important options were omitted by the class, information about them could be made available so that they might be considered too. Persons who postpone marriage for awhile may bring to that relationship greater maturity, more positive attitudes, and additional knowledge, training, and skills relevant to human relationships, child care and homemaking. Early marriage, and especially early pregnancy may severely limit options related to education, careers and roles for men as well as for women.

[36]Josephine B. Ruud, Division of Home Economics Extension, University of Wyoming, Laramie, personal communication, July 1976.

[37]"The Parent Gap," *op. cit.*, p. 53.

[38]Adapted from John Beusch, Social Studies Teacher, Charleston (Illinois) High School.

On the other hand, options can be expanded. For example, many women who prepare for employment, who can move into a career if they choose, develop better relationships with other family members—improved self-identity, less dependence, a greater sense of fulfillment, more stimulation, and contribution to family and society.[39]

Variations of the above activity could be done in a much more limited way:

TEACHING ACTIVITIES

Provide newspapers for students and instruct them to choose from the classified advertisements a job for which they would like to apply. Ask them to choose any job that appeals to them whether or not they are qualified to hold the position. When each student has selected a job, discuss the choices. Did female students choose "female" jobs while males chose "male" occupations? Are there still subtly sex-segregated want ads in the papers? Which jobs, traditionally "male" or "female," offered higher salaries?[40]

☆ Have female students pretend they are male and plan their futures. Have male students plan their futures pretending they are female. Have female students pretend that marriage is not an alternative and plan their futures. These simple planning exercises will probably vividly illustrate how easy it is for both males and females to plan stereotyped roles for their futures.[41]

When was the last time your own possibilities gave you goosepimples?
—Source Unknown

☆ Also see case situation 9, page 6.

In our society, as in most others, work which is financially rewarding is accompanied by the greatest status and prestige. Work commonly done by women at home, such as homemaking and care of children, is usually unpaid. In the U.S. Department of Labor's Dictionary of Occupational Titles homemaking is rated in the lowest possible skill-complexity category, well below trainers of dogs and porpoises. Not only is "women's work" denigrated, but all homemaking tasks performed at home are omitted entirely from the Gross National Product—the total of all goods and services produced in the country in a given period. Radical feminists have made many women who have been homemakers all their lives feel that their entire adult lives have been wasted. Until very recently, women, men and society expected women to fill this role, a role that has contributed immeasurably to the stability and progress of society. Margaret Mead[42] urges that homemaking be dignified (different from glorified!), and that boys and girls alike be given more options through the manner in which parents, teachers and others provide varied role models for them.

Recognizing Legal Rights

One of the most complex areas in which women and men need to be aware of their rights is that of the law. Knowing what the law requires and what it permits makes it easier to avoid some of the problems that frequently occur.

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[39] Margaret Mead, address, Eastern Illinois University, 9 April 1976.
[40] *Texas Tips and Topics, op. cit.*
[41] *Ibid.*
[42] Margaret Mead, address, *op. cit.*

TEACHING ACTIVITY

Variations in state and local statutes sometimes are more stringent than federal law. The following questions refer to federal law.

Check (✓) YES if you think the statement describes a situation that is true under present law; otherwise check NO.

	YES	NO	
1.			Businesses and credit card companies may set a minimum earnings level as a standard in granting credit.
2.			If you are refused credit, you must be given an explanation if you request it.
3.			When a couple applies for a mortgage, the income of both spouses must be considered by the lending institution.
4.			Even though she appears to be a good credit risk, a woman may be denied a mortgage or other credit if the lender believes that she might get married and lose her income.
5.			Phil Brown, an engineer, was left with two young children when his wife died. She had been a professor at the state university (not covered by Social Security). He receives no Social Security benefits for himself or the children, although, had he died, his wife would have received such benefits.
6.			A man and a woman have the same job, except that he is to turn out the lights and lock up the plant. The company may pay him more because he has more responsibility.
7.			A husband and wife have several credit cards in his name, which either may sign. After a divorce, the companies may close the accounts and refuse credit to the former wife in her own name because she has no credit history.
8.			Two users of a credit card may have separate credit histories from the same account if they wish.
9.			New low income housing has just opened in town. Ms. Cole is not allowed to rent an apartment, but the apartment is rented the next day to Mr. Coleman. Both are within the specified income levels.
10.			When real estate (house, farmland, etc.) is held jointly, court probate costs may be reduced, but taxes are likely to be higher than if there were separate owners.
11.			Mrs. Jones earned considerably less as a secretary than her salesman husband earned. She will receive no Social Security retirement benefits from her own contributions because her benefits as a wife will be higher.
12.			If a couple co-sign a note, and the man walks out, the woman is legally responsible for paying the note, even if the man supported her and she has no income.

Answers: All except 4, 6, 7, and 9 are true under present law, but some legislation is so new that knowledge and enforcement lag behind. Points in the "Additional Information for Students" (pages 23-28) that clarify the situations above will be marked **.

TEACHING ACTIVITIES Also see case situations 1, 4, 6, 7, 8, and 10 on pages 5-6 and consumer education activity (page 19).

Other Suggested Activities Related to Legal Rights

☆ There are many good sources of information about credit, including "Your Guide for Teaching Money Management" from Household Finance Corporation (Prudential Plaza, Chicago, IL 60601), so information considered here is primarily related to recent legislation.

- Collect and compare credit applications from several different sources, including a retail store, a bank, a consumer finance company, and a credit card company. Do the applications discriminate in any way on the basis of sex or do they meet the requirements of the Equal Credit Opportunity Act of 1975?
- Collect and compare different types of credit contracts. See above.
- Does anyone in the class have a credit card (personal or parents')? Has anyone applied for credit? Consider advantages and disadvantages, for males and females, of establishing and maintaining a credit rating.
- Invite a credit manager from a store or lending institution to class to discuss methods of establishing credit and the standards of stability, income, and credit history or evidence of willingness to pay that are usually set in the credit industry. Also consider the function of credit bureaus and how they are related to the enforcement of the Equal Credit Opportunity Act. Investigate where and how to make a complaint if it is justified.

***Man's [and woman's] capacities have never been measured; nor are we to judge of what he can do by any precedents, so little has been tried.*—H. D. Thoreau**

☆ Similar types of activities could provide good learning experiences for other aspects of legal rights. (See those listed in Table of Contents.)

- Interview or invite to class a lawyer, a judge, a Social Security official, a representative from the Department of Children and Family Services, and if available, officials concerned with the enforcement of the Equal Pay Act, the Equal Credit Opportunity Act, Title VII of the 1964 Civil Rights Act (prohibits sex discrimination in employment), and other similar legislation designed to prevent discrimination. Persons invited to class should be competent, up to date and aware of *current* pertinent statutes, including how to ascertain one's rights and file a complaint. They should also be prepared in advance with information about the students in the class, the teaching objectives, questions for which answers are needed, etc. Some other format than a lecture by the resource person may be planned, e.g., a "press conference" or some other interview technique.
- *Carefully selected* individuals who have had recent experience in some of the above areas might also enlighten the class. Students are not likely to see the personal relevance of topics like Social Security, property, divorce, etc., unless they are helped to realize that many of the difficulties encountered in the case situations and in the "Is It Legal?" questions could be avoided. Frequently people do not consciously anticipate disability, divorce, or death, but advance awareness and action can at least ease the pain and avoid some of the legal complications. As teen marriage and divorce rates rise, knowledge may be valuable sooner than expected. The above suggestions concerning advance preparation and format of activities would also be pertinent here.

Additional Credit Information for Students[43]

No one builds up credit overnight. Establishing yourself as a credit-worthy person takes time, patience, and a certain amount of income.

Basically, all lenders look for (1) ability to repay debt, related to the size of your income, and (2) willingness to repay debt—how you have handled credit in the past. These standards apply to everyone, regardless of sex.** In the past, credit scoring systems have shown a definite bias in favor of men. Based on past credit performance, there is no evidence to prove that women are greater credit risks than men. Biased scoring is illegal, but not all lenders comply with the law.

The first step in proving ability to repay debt (creditworthiness) is to establish your financial identity, e.g., by opening checking and savings accounts in your own name. Your legal name is the name you use in legal signatures. For women, a choice of several combinations of first name/middle name/maiden name/married name is possible, as long as the same name is used consistently and there is no attempt to defraud. In some states the legal name must include the woman's first name, as Mary Sue Jones, or Mary Williams Jones, rather than the husband's first name, as Mrs. Sam Jones. Not overdrawing your checking account is essential if you wish to be considered financially reliable.

After accounts have been used and/or built up for awhile, you might try to borrow a small sum from the bank. You can try to negotiate a loan on your personal signature, if you are known to bank officials. If not, you may offer something of your own as collateral (something to provide a pledge that you will repay the loan). A savings bond, or money in a savings account, or sometimes a car can be used this way. You might also try to open a charge account in your name in a department store. It is essential to repay loans or make charge account payments promptly. Most retail credit cards can be used with no interest charged if the required payment is made within a certain amount of time (usually thirty days); after that time, finance charges are added. Bank credit cards like Master Charge and BankAmericard also work that way. You should start using credit only if you can afford it, as the reliability of your credit rating depends on your prompt payment of debts. A poor credit rating will make it difficult or impossible to get credit later.

Establishment of a sound credit history is extremely valuable for everyone in our credit-dependent society. This applies to young women as well as to young men, as each may support not only her/himself but also a family. Having an *individual* credit rating is important as a means of certifying financial independence. While everyone must meet industry standards of stability (length of residence in one location for a period of time, employment at one job for a number of years) most obstacles to credit that formerly discriminated against women are now illegal—though often they still occur. Awareness of your rights and responsibilities related to credit may help you secure and use credit more effectively—regardless of your sex.

Here are some of the most important points related to current federal credit and finance law:

1. If you request it, a credit card company, department store, finance company, or bank which denies or cuts off your credit must explain its decision to you.** If you know the reason you cannot have credit, you may wish to reapply at a later date after you have increased your income, extended your period of residence and employment—or changed anything else that caused your credit application to be rejected.

2. If your employment is part-time due to your being a student or a homemaker, or for other reasons, under the new law, creditors may not discount such income. Credit may be denied because the income level is too low, or because the job appears to be short term—but not because the job is part-time.

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[43]This section draws heavily upon *Borrowing Basics for Women* (First National City Bank, Public Affairs Department, P.O. Box 939, Church Street Station, New York, NY 10008. Free.

** refers to "Is It Legal?" page 21.

3. If only one person is to use the account and if that person is to be totally responsible for the account, creditors cannot ask questions about the applicant's spouse or former spouse.

4. After November 1, 1976, credit users have the right to have credit information concerning a joint account reported in the names of each spouse or each person entitled to use the account.** Such information must be provided upon request. This highly significant provision will enable each person to establish separate credit histories. Thus, women who are widowed, separated, or divorced should be able to get credit much easier than is presently the case. As married women now usually have no credit rating of their own, it will be important for them to ask for such information to be recorded for them. Note also, that a young person who frequently cannot get credit in her/his name, can also request a separate credit history if s/he is permitted to use her/his parents' account. All credit signed for and paid by the young person would be recorded in his/her name, *if requested*. This would seem to provide a new avenue for a young person to establish her/his own credit rating. It might be helpful to retain evidence of personal payment (as cancelled checks), so it could not be assumed that parents paid the bills.

5. If a couple is applying for a mortgage, the creditor must consider the income of both spouses.**

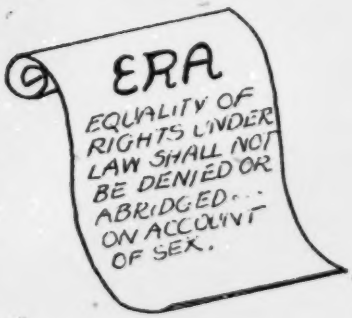
6. A woman getting married, divorced, or separated cannot be forced to reapply for credit, unless the creditor has reason to believe that ability to pay would be affected by the change in legal status, or if her present credit was based solely on her husband's income.** A creditor may ask an applicant if she is married, unmarried, or separated, but not whether she is divorced or widowed. Federal law prohibits creditors from asking for information about birth control practices, although they may ask about probable continued ability to repay debts.

7. A spouse is not liable for the debts of the other spouse *unless* both signed the note.** Signers should decide whether they want such liability before signing a note.

8. Joint checking accounts give two people access to the same funds, but banks usually consider deposits to have come from the husband's income, unless the wife can prove otherwise. In order to build credit, a woman needs her own account.

9. If you have a complaint, know your rights, be specific, and complain to the proper agency. Sometimes a complaint filed with the lending agency, with a copy to your local consumer protection agency, will bring results. You may file a complaint with the federal agency which regulates the lender. (Check with your local or state consumer protection agency.)

Employment



Just as it is helpful to be aware of current law in relation to credit, knowing pertinent regulations and preparing in advance for possible employment is often crucial.

1. Although the Equal Pay Act (1963) and the 1964 Civil Rights Act (Title VII) prohibit sex discrimination,** over ten years later, reports were documented between July 1, 1973 and July 1974 of nearly 30,000 U.S. women workers underpaid by more than $18 million.[44] The Equal Rights Amendment (ERA) should help alleviate this problem on a nationwide basis. Much opposition to ERA seems to stem from fears of what might happen, but actually, as the League of Women Voters points out, "ERA means that rights enjoyed by one sex may not be denied to the other. . . . From the congressional testimony, the basic principle emerges. If a law *restricts* rights, it is to be struck down. If a law *protects* rights, it is to be extended to the other sex.

**Bess Myerson, "How Would ERA Affect Your Life," *Redbook*, April 1976, p. 69.

Being limited to governmental action, it does not apply to personal decisions between men and women. . . ."[45] (Italics added.)

2. If sex discrimination is suspected, contact the local Department of Labor Equal Employment Opportunities Commission (EEOC).

3. Proposed federal legislation, the "Equal Opportunity for Displaced Homemakers Act," recognizes that homemakers "make an invaluable contribution to the welfare and economic stability of the nation." This bill proposes establishing programs to provide education and counseling services for homemakers displaced by death, divorce, or separation.

4. Counseling for education and employment should be related only to the interests, abilities, and other pertinent aspects of an individual's situation, *not* to sex (Title IX of the Education Amendments of 1972).

Divorce/Desertion/Separation

> ***All marriages are happy. It's the living together afterwards that causes all the trouble.*—Farmers' Almanac, 1966**

Many aspects of legal situations seem to be interrelated. Rather clearly, the increased number of divorced persons find problems related to credit intensified by their new financial and other responsibilities.

1. Yates[46] suggests that an important factor in the rising divorce rate is that it is simply too easy for people to marry. Recognition that marriage is not an escape, nor the answer to all

[45]"ERA Meets the Press," *National Voter* (Summer 1976), p. 24. Current information about ERA is available from any local League of Women Voters or League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036, or from Common Cause, 2030 M Street, N.W., Washington, D.C. 20036.

[46]Martha Yates, *Coping: A Survival Manual for Women Alone* (Englewood Cliffs, N.J.: Prentice-Hall, 1976), p. 36.

problems, coupled with realistic preparation for marriage can be one of the best ways of preventing divorce and related problems. State laws requiring a husband to support his wife require only that he provide what the law calls "necessaries"—with the husband the sole judge of what that includes. In many respects, a wife is the "property" of her husband, and the law still discriminates heavily against her. Some couples, in preparing for marriage, consider how property, income, and financial and homemaking responsibilities will be shared.

2. Violence within marriage is far more common than is usually realized, according to a study done by the California Rural Legal Assistance program.[47] Most wife beatings go unreported, but domestic violence is blamed for one-third of all the murders in the United States. It and other factors contribute to the marked increase of runaway wives. Law enforcement agencies tend to avoid involvement with domestic quarrels, and frequently legal rights of women are ignored.

3. A recent ruling by the Department of Health, Education, and Welfare states that Social Security numbers of missing parents (usually fathers) will now be available to state agencies seeking to find them to collect support money. While this ruling cannot be used by deserted spouses directly, it should increase their chances of getting child support.

4. The National Organization for Women (NOW) proposed Divorce Reform Bill visualizes marriage as an equal economic partnership, and gives the wife the right to equal division of property at divorce.

5. A divorced wife loses a wife's Social Security benefit unless the marriage lasted 20 years. Seldom does a divorced wife collect any insurance from her husband's policies.

6. It is essential that conditions concerning child custody, child support, alimony (which is more rare than most people think), division of property, and other related matters be spelled out *specifically* in the divorce decree.

For additional information, Yates also makes suggestions to assist women in coping with divorce, and in being prepared in advance for such situations.

Property and Estate Planning

As married women face an average of 10 years of widowhood, advance planning can be as crucial for them as it is for divorced and other single persons.

1. A single woman—widowed, divorced, or never-married—needs insurance to provide the security of financial independence. This is true of various types of insurance, especially life, health, and disability insurance, which provide for her and her family if she has one.

2. As more families recognize the financial loss that occurs when a homemaker dies (cost of household labor, and often child care, frequently loss of employment income), more life insurance is being written for women.

3. In order to avoid estate taxes, the wife should be named the *owner* of her husband's insurance policies, and he should be the owner of hers. A person can be both the owner and the beneficiary of a policy. Many financial advisers believe that policies should be adequate in size to provide financial independence—*if* the family budget permits, without sacrificing vital current needs.

You can be insured against everything but making a fool of yourself.
—Source Unknown

4. Both spouses and someone outside the family should know where all important documents are kept.

[47] *Coles County Daily Times-Courier*, 15 March 1976.

5. Property held jointly *may* avoid court probate costs, but often causes serious complications.** This is especially true of valuable real estate like farms, although, with insurance and inflated values of property, the value of a "modest" estate easily reaches $100,000 and more. About 30% of all estates containing real estate are sold at an owner's death to pay taxes.[48] If the car, house, and other property are held in separate titles rather than under joint ownership, their value will be taxed only at the death of the owner, rather than twice—when the first spouse dies, and later when the surviving spouse (owner) dies. If real estate is held jointly, the wife should have proof of her contribution (if any) to its acquisition if she is to claim partial ownership and avoid taxation. Otherwise, in most states, the husband is assumed to have acquired the property. Acceptable proof would be canceled mortgage payment checks drawn on her account—or proof of inheritance. The Internal Revenue Service and/or lawyers may be consulted about planning estates in relation to tax laws. Revision of tax laws continues to occur, and current information is essential.

FOR SALE - Must sell 450 acre farm to pay estate taxes. Call Mrs. Smith 307-652-4059

6. State laws concerning joint checking and savings accounts should be investigated very carefully. In many states, such accounts, as well as safe deposit boxes, are sealed immediately upon the death of one owner. This may leave the survivor with no access to ready funds. Divorce, separation, or simply unfair treatment could cause one spouse to withdraw all funds, leaving the other with nothing. For these and other reasons already discussed, many couples choose to have at least small individual accounts of some type.

Children's Rights

The legal rights and responsibilities discussed up to this point have been related primarily to adults. Traditionally, children have been accorded very few legal rights. Henry Foster has proposed the following, which seem worth considering:[49]

A BILL OF RIGHTS

A child has a *moral* right and should have a *legal* right:

1. To be regarded as *a person* within the family, at school, and before the law.
2. To receive parental love and affection, discipline and guidance, and to grow to maturity in a home environment which enables him to develop into a mature and responsible adult.
3. To be supported, maintained, and educated to the best of parental ability, in return for which he has the *moral* duty to honor his father and mother.
4. To receive fair treatment from all in authority and to be heard and listened to.
5. To earn and keep his own earnings, and to be *emancipated* from the parent-child relationship when that relationship has broken down and he has left home due to abuse, neglect, serious family conflict, or other sufficient cause, and when his best interests would be served by the termination of parental authority.
6. To be free of legal disabilities or incapacities save where such are convincingly shown to be necessary and protective of his actual best interests.
7. To seek and obtain medical care and treatment and counseling.
8. To receive special care, consideration, and protection in the administration of law and justice so that his best interests always are a paramount factor.

The 1970 White House Conference on Youth especially urged the humanization of school and work, as well as the recognition of "total persons" who are not stereotyped in attitude and perception.

One cannot deny the humanity of another without diminishing one's own.
—James Baldwin

**Laura Lane, "You Can Learn from 'Our Costliest Mistake,'" *Farm Journal* (March 1976).

[49]Henry H. Foster, Jr., *A "Bill of Rights" for Children* (Springfield, Ill.: Charles C. Thomas, 1974), p. xv. Reprinted with permission.

Housing

Housing is another area in which knowledge of legal rights may prevent difficulties or facilitate relief of illegal situations. Federal statutes make it unlawful to exclude any person on the basis of race, color, national origin, *or sex* from housing which is wholly or partly financed by federal funds.** This applies most often in discrimination in public housing or denial of mortgages to home buyers. "Women in the Mortgage Market" reports that (1) the mortgage risk for single women is the same as for single men, and (2) an employed wife's contribution to a family's income far exceeds mortgage lenders' usual estimates.[50] Complaints should be filed with the applicable federal regulatory agency, or the state human rights or consumer protection agency.

Social Security/Pension

Illustrations of complications arising from Social Security regulations have been discussed (pages 5, 6, and 21). Social Security discriminates—frequently against women, sometimes against men. Perhaps there are two possible remedies: (1) work to change the law, and (2) provide adequate work skills and experience, insurance, pension, and/or other means of being financially independent in light of the Social Security regulations. Awareness of certain provisions may be valuable. Congress and the courts are modifying some of the discriminatory provisions. For current information, contact the local Social Security office.

1. Survivors' benefits can be paid to a deceased worker's unmarried children under 18 (or 22 if full-time students).
2. Benefits may be paid to a widow over 60, but not to a widower—unless his wife contributed over half the family income.**
3. There are no widow's benefits between the time children are no longer minors and the widow reaches age 60. This could be a period of many years.
4. A woman who receives benefits as a widow loses them if she remarries; or if she earns over a specified amount, benefits are reduced or eliminated, depending on how much she earns.
5. After age 62, a wife may receive her own retirement benefits *or* a wife's benefits from her husband's contributions—but not both.** So she may lose the benefit of her own contributions.

Having examined a wide range of legal situations, we will now consider ways people can improve their prospects in the job market.

Developing Attitudes and Skills for Employability

How could the sad situation in which Mrs. Andrews, the 52-year-old widow (page 5), found herself have been avoided or alleviated? As already observed, marital disintegration culminates in larger financial burdens for both men and women. Men sometimes (though not as frequently as supposed) support two families simultaneously, at least to some extent. Less than 5% of divorced men pay alimony. Child support often is negligible or non-existent, leaving women as the sole or primary source of support. The widow, divorcee, or separated or deserted wife is likely to face the sudden and often unexpected responsibility of caring for and educating children. Although more women are now employed, many find themselves alone at 50—or 40—or 30 with no job experience, non-existent, outdated, or "rusty" skills. Thrust into a highly competitive labor market, lack of acceptance diminishes their self-image, further decreasing the probability of their being hired.

[50]National Committee Against Discrimination in Housing, "Women Good Credit Risks," *Trends in Housing*, May-June 1976, p. 4.

Almost every cloud does have a silver lining, but it takes imagination to find it.
—Gordon A. MacLeod

The low prestige and low pay status of much of the work done by women has been explored. Another element of this situation seems pertinent here. Many people, especially women, fail to perform optimally due both to discrimination and to restrictions of sex role stereotyping. Research by Matina Horner[51] indicates the startlingly different perceptions of success held by male and female college students. Using a story technique, she found that males viewed achievement in highly positive terms, while many of the females exhibited great fear of success, and in a competitive situation with males, performed far below their earlier-demonstrated capacity. Many feel that success in school inhibits their social life. Intellectual striving is considered aggressive and unladylike.

***Men are nervous of remarkable women.*—James M. Barrie**

No doubt you—and your students—can think of personal examples you have observed. The originator of the lucratively successful ad, "Is it true blondes have more fun?" stated that when her husband was alive, she "held [her] salary down rather than make more money than he did."[52] When he died, her salary was doubled, then doubled again. Only the amounts of money involved in this situation are unusual. Is it really feminine to be underpaid?

***A mind is a terrible thing to waste.*—Source Unknown**

Reisman[53] believes that "the overt discrimination against women is much less important than their own *attitudes* in explaining the career choices they make." Discrimination in colleges and employment may actually reflect *earlier* sex role stereotyping, in that fewer women apply. Many women's self-effacing attitude and fear of competing with younger students and workers and with men makes them hesitant to reenter school or the job market. For both males and females, the conflict between desired "equality" and traditional societal attitudes and expectations may be psychologically difficult to overcome. Even making decisions and formulating policies may be viewed chiefly as a masculine prerogative. Green[54] reported that home economists surveyed at a recent state meeting perceived themselves as more policy implementing than policy making.

***Thinking is like loving and dying. Each of us must do it for himself.*—Josiah Royce**

If attitudes and skills in decision making play such a crucial role in improving employability, how can such attitudes and skills be developed and improved? Learning to be more assertive aids many people in expressing what they know, feel, and believe. *Not* to be confused with aggressiveness (being demanding at others' expense), assertiveness involves standing up for one's rights at appropriate times and in a suitable manner, including expression of appropriate emotions. Both aggression and suppression of emotion frequently result in one or more persons being hurt. In contrast, assertiveness should enhance self-esteem and self-respect, and generally leave all involved with positive reactions.

How is it possible to become more assertive without being aggressive? Assertiveness "training" may serve this purpose if it is carefully planned and conducted. Following are some suggestions that may be helpful for individuals and/or groups.

***Life is either a daring adventure or nothing at all.*—Helen Keller**

[51]Matina Horner, "Fail: Bright Women," *Psychology Today*, 3 (November 1969), 36.
[52]Letty C. Pogrebin, "The Working Woman: When She Earns More Than He Does," *Ladies Home Journal*, February 1976.
[53]Betty Chmaj, *American Women and American Studies* (Pittsburgh, Pa.: Women's Free Press, 1971), p. 218.
[54]Kinsey B. Green, "Consider: Where Are the Home Economists in Decision-Making Structures?" *AHEA Action*, December 1975, p. 4.

TEACHING ACTIVITIES As a beginning, the following "Behavioral Model for Personal Growth" quoted from Alberti[55] may stimulate thought and action.

A BEHAVIORAL MODEL FOR PERSONAL GROWTH

Dr. Carl Rogers, in his 1961 book *On Becoming A Person*, has identified three characteristics of personal growth. These lend themselves to use as models in the process of developing personal growth. The checklist has been developed by Dr. Alberti, based upon Rogerian phrases:

"An Increasing Openness to Experience"

How recently have you

- participated in a new sport or game?
- changed your views on an important (political, personal, professional) issue?
- tried a new hobby or craft?
- taken a course in a new field?
- studied a new language or culture?
- spent fifteen minutes or more paying attention to your body feelings, senses (relaxation, tension, sensuality)?
- listened for fifteen minutes or more to a religious, political, professional, or personal viewpoint with which you disagreed?
- tasted a new food, smelled a new odor, listened to a new sound?

- allowed yourself to cry? or to say "I care about you"? or to laugh until you cried? or to scream at the top of your lung capacity? or to admit you were afraid?
- watched the sun (or moon) rise or set? or a bird soar on the wind's currents? or a flower open to the sun?
- traveled to a place you had never been before?
- made a new friend? or cultivated an old friendship?
- spent an hour or more really communicating (actively listening and responding honestly) with a person of a different cultural or racial background?
- taken a "fantasy trip"—allowing your imagination to run freely for ten minutes to an hour or more?

[55]Robert Alberti and M. L. Emmons, *Your Perfect Right* (San Luis Obispo, Cal.: Impact, 1970), p. 118. Reprinted with permission.

"Increasingly Existential Living"

How recently have you

- done something you felt like doing at that moment, without regard for the consequences?
- stopped to "listen" to what was going on inside you?
- spontaneously expressed a feeling—anger, joy, fear, sadness, caring—without "thinking about it"?
- done what you wanted to do, instead of what you thought you "should" do?
- allowed yourself to spend time or money on an immediate "payoff" rather than saving for tomorrow?
- bought something you wanted "on impulse"?
- done something no one (including you) expected you to do?

"An Increasing Trust in One's Organism"

How recently have you

- done what felt right to you, against the advice of others?
- allowed yourself to experiment creatively with new approaches to old problems?
- expressed an unpopular opinion assertively in the face of majority opposition?
- used your own intellectual reasoning ability to work out a solution to a difficult problem?
- made a decision and acted upon it right away?
- acknowledged by your actions that you can direct your own life?
- cared enough about yourself to get a physical exam (within a year)?
- told others of your religious faith, or philosophy of life?
- assumed a position of leadership in your profession, or an organization, or your community?
- asserted your feelings when you were treated unfairly?
- risked sharing your personal feelings with another person?
- designed and/or built something on your own?
- admitted you were wrong?

☆ Practice trying to reflect your feelings accurately. Some of the situations on pages 5-6 might serve as starting points. Note that saying, "That makes me angry!" is a more accurate—and less damaging—reflection of feelings than, "You did a lousy job!" Focusing on your feelings or on the situation rather than on the other person is a more positive approach.

Many people find security in dependency—on parents, teachers, spouse, employer, friend, but learning to make decisions and be independent is an essential aspect of growing up—and of being employable. Work, especially satisfying work, is emotional insurance, not just "divorce insurance." Caring for children is work, learning is work, community action is work, as is work for pay. People experience stimulation, achievement, and fulfillment from many different kinds of work, but even though homemaking and community action and volunteer work may be highly satisfying, employability is often crucial for a woman alone. Work experience will often prove valuable even for those who do not expect to be employed. It is far easier to develop attitudes and to sharpen and practice skills during the formative and young adult years than to cope with the sudden realization that a job must be found immediately.

TEACHING ACTIVITIES Practice in decision making: Some of the case situations lend themselves to decision making—by individuals or small groups.

- ☆ Students might analyze a personal decision, one recently made, or, preferably, one they are in the process of making. They can list the various alternatives, advantages and disadvantages of each, then indicate their values and goals that were reflected in the alternative chosen.

- ☆ *Individualized instruction* and learning centers in the room could be utilized by students to explore specific topics (use of time, money, etc.). Varied solutions could be listed and supporting reasons could be matched with them. Planning of class activities could emphasize sharing decisions and taking responsibility for them.

Increasingly, education is being viewed as a lifelong experience, rather than ending when elementary, secondary, or higher education is completed. If students are aware of the growing numbers and types of educational opportunities and their limitations, they should be much better prepared to recognize them, seek them out, and utilize them.

***Creative thought is adventure.*—William J. J. Gordon**

Educational opportunities include, in addition to traditional types, community colleges, extension classes, adult education classes of varying length and ever greater variety, "universities without walls" whereby individualized programs of instruction are planned utilizing non-conventional instruction. Credit may be given for various types of learning and experience, sometimes by examination and sometimes through evaluation of experiences the student has had. At KentuckyWesleyan, a"Weekend College" has been designed to enable students to complete an associate degree in four years by attending one weekend every three weeks. Flexibility is a key, but students probably would be well advised to consider the alternatives, to ascertain whether the courses and institutional arrangements meet their particular needs and the standards required for their occupational/professional goals.

Returning to school for continuing education or reeducation may be difficult in terms of time, money, family, and other responsibilities, but many institutions are removing some of the former obstacles. In addition to some of the courses and procedures mentioned above, also needed to a greater extent are increased inter-institutional cooperation, more acceptance of part-time students, more classes scheduled to accommodate employed and other part-time students, and counseling which reflects a greater understanding of the problems and needs of the mature and/or part-time student. Although resumption of education after a period of time has its disadvantages, the additional maturity and experience of the student may enhance the learning for the individual, and for others in the class as well.

It is now estimated that the majority of workers will hold at least three different types of jobs during their employment lifetime—frequently jobs requiring retraining or more or different education.[56] Education plans for women and men alike need to consider seriously the actual requirements of the employer and the employee. Far too many people have been prepared for

[56]*Careers for a Changing World* is a non-sexist pamphlet designed to help young persons explore a variety of career opportunities and to help them learn more about themselves. Available from New York Life Insurance Co., Box 51, Madison Square Station, New York, NY 10010. Single copy free, others 10 cents each. 1976.

jobs that simply do not exist. Even though the value of an education is greater than employability, it is both unrealistic and unfair to educate people and to raise their expectations toward jobs that are unavailable now and unlikely to become available in the future.

TEACHING ACTIVITIES

Interview three different people who have worked at least eight to ten years about how many different kinds of jobs they have held and the type of training they needed to be prepared at different times in their working life.[57]

☆ Perhaps the most useful service we could perform would be to provide information, counseling, and support for those, especially women, who need education or re-education to meet changed life circumstances. Such information and counseling particularly needs to be provided to students while they still have ample time to develop attitudes and skills for employability. Encouraging them actually to practice such skills, to keep up with developments in their occupational field, and to grow personally, can also be very valuable. Parents also need such information. The more options one develops through education (major, minors) and work experience, the more likely one is to be able to adapt to circumstances. Students may be uncertain as to occupational/career goals. However, the more specific information that they can see and utilize, the more people with whom they can talk, and the more work experiences they can explore, the better equipped they will be when their circumstances demand decision and action.

Many educators might find implications worth consideration in the 1976 joint statement on the legislative aspects of vocational home economics formulated by the American Home Economics Association, the American Vocational Association, and the Home Economics Education Association. The statement suggests that home economics educators:

> 1. give greater consideration to economic, social, and cultural conditions and needs of all persons, including special audiences such as teenage parents, older Americans, ethnic groups, mentally and/or physically handicapped, institutionalized individuals, and persons in economically depressed areas.
> 2. prepare individuals for professional leadership.
> 3. design programs to prepare males and females for combining the roles of homemaker and wage earner.
> 4. include consumer education, management of resources, promotion of nutritional knowledge and food use, and parenthood education to meet current societal needs.
> 5. design programs for males and females who have entered, or are preparing to enter the occupation of homemaking. [58]

Individuals of both sexes need to be aware of options and opportunities open to them. Both sexes need to be encouraged to pursue opportunities that appeal to them, even if they are non-traditional, formerly labeled "for men only," or "for women only." Significant, steady advances by women in a number of professions, though still far from parity with men, do emphasize that non-traditional career goals can be realistic. Margaret Higginson, consultant on careers for women, states that "perhaps more than anything else [women] need help in understanding themselves as women."[59] Other suggestions include preparation for employment and advancement in large companies by taking business-related courses in college, by being willing to take risks, to ask for responsibility, and then assume it capably.

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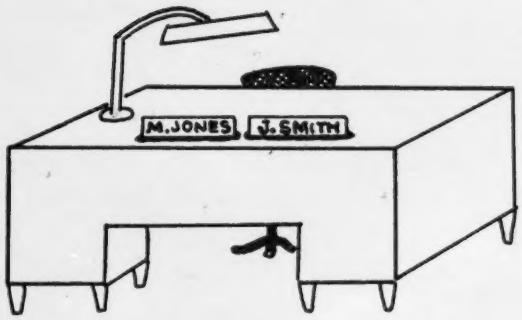
[57] Ruud, *op. cit.*

[58] "Vocational Home Economics Education: The Legislative Aspects," *Journal of Home Economics*, March 1976, p. 35.

[59] "How Women Can Get Ahead in 'A Man's World,'" interview with Margaret Higginson, *U.S. News and World Report*, 29 March 1976, p. 46.



Awareness of innovations in time arrangements by employers may help women to capitalize on them or to propose them to a prospective employer. The arrangement of two part-time workers sharing the same job has worked quite satisfactorily. More coordination and a little more paperwork are necessary, but frequently two part-time persons are more productive than one full-time person.[60] "Flexitime" arrangements often require all workers to be on the job for a core period, say 10 to 2, but allow much flexibility for the remainder of the day. Staggered work times offer much more flexibility to homemakers with home and child care responsibilities, and also ease traffic congestion. Improved part-time employment practices for either or both parents would enable parents to participate more actively with their children.

If women and men are to consider a variety of roles, appropriate role models are of great value. Students who pursue career goals are far more likely than others to have supportive families, and to have been perceived as achievers by their teachers. How we combine roles, how we encourage others, especially boys, girls, and young adults is likely to influence them immensely. If they perceive that we expect them to achieve, viewing them positively, yet realistically, then these expectations tend to become self-fulfilling. These realistic expectations need to be included not only in our own counseling, but should be extended to school counselors as well. This may involve developing rapport with children and young persons, providing them with specific information, and encouraging them to expand traditional views of roles and careers. The current legal climate, with court rulings eliminating some sexist discrimination, may make this easier than in the past.

Home economists may be interested to note that Marjorie East urges that we take advantage of our reputation for upholding traditional values. Home economics has been effective in raising the status of women around the world, and because "we choose to work in non-threatening ways," we often can accomplish, if we make the effort, what those who are more militant may fail to do. "The smart home economist finds it easy to be trusted. She can ask officials for help, and get it. She can try new ideas, yet not be thought radical." Further, East urges that we serve as role models: "We show women and growing-up girls what might be true for themselves. We show men and growing-up boys what could be true for their wives and daughters. We are examples of women who have achieved a status in society and who are doing important work. . . . It takes a certain kind of home economist, of course, to recognize her own strength and to use it effectively. She has to feel confident, proud to be a woman. She has to see the huge potentials for the world should women come to their rightful power and status, and carry their half of the world's decision-making power, and only their half of the world's drudgery and chores. She has to desire above all that women are allowed to choose their own destinies from an ever-increasing assortment of possible roles."[61] Of course, both men and women are home economists—as roles and professions continue to change.

Becoming More Flexible in Roles

A glance backward just five years will reveal a surprising expansion of roles for both males and females—from Little League ball to telephone operators. As roles in the home, on the job, in

[60]Martha S. White, "Women in the Professions: Psychological and Social Barriers to Women in Science," in *Women: A Feminist Perspective*, ed. by Jo Freeman (Palo Alto, Cal.: Mayfield Publishing Co., 1975).

[61]Marjorie East, "Home Economics and the Status of Women," *Economie Famiale, Home Economics, Hauswirtschaft*, June 1975, p. 4. Quoted by permission of author.

***Housework is one thing there's no catching up with. When you go to bed at night, everything is done; but while you're sleeping, sheets are wrinkling, dust is settling, and stomachs are getting empty.*—Captain Stubby, Prairie Farmer**

government—in many facets of our society—are performed by those who have the ability and the interest, more flexibility in roles seems desirable. This is true in the home, as elsewhere.

Surprisingly, in spite of the technological advances familiar in most homes, full-time homemakers spend about the same amount of time in homemaking tasks as did their grandmothers half a century ago. The time is spent somewhat differently, with today's homemaker washing clothes more frequently, keeping appliances in working order (or waiting for service personnel to arrive), transporting family members, and spending more time in planning and organizing, as well as more time with their children. Predictably, employed homemakers spend less time at homemaking tasks, although their combined jobs plus homemaking results in their spending about 25% more time working than is true for most men. This is true even though role sharing is increasing.[62]

When less time is available for homemaking, one or more of several things happen, regardless of whether the homemaker is a single parent, male or female, or whether employment, education, and/or community activity require some of the homemaker's time.

1. Standards change. Dishes may drain dry, cleaning may be done less frequently, less ironing is done. Some work formerly considered important, or done out of habit no longer seems so necessary.

3. Homemaker becomes more efficient. Less time is available, quality of time may become more precious. Planning, dovetailing (doing two things at once) make possible better time use.

3. Work savers are utilized. Dishwashers, convenience foods are examples.

4. Responsibilities are shared. Work is shared by family members, and occasionally outside help (for cleaning, yard work, child care, etc.) is hired. This is particularly evident in single-parent families.

What next?! The phone rings, the kettle boils over, the doorbell buzzes, and the baby cries. What do you do?

[62] "You Can't Destroy This Movement," interview with Jessie Bernard, *U.S. News and World Report*, 8 December 1975, p. 74.

TEACHING ACTIVITIES The cartoon on page 35 and others could be used on an overhead transparency for class discussion, or reproduced for individual or small group consideration. Or it could be used as a means of evaluation. Priorities, decisions, possible preventive measures all could be considered.

Imagine that this homemaker is your friend. What might she be thinking about her role? What responsibilities does it include? How do you suppose the baby's father views her role—and his? What choices might they have made earlier in life that would have resulted in different roles? What present changes might be made? How might each person in the family feel about such changes?

If this homemaker were a single father or mother, what differences would that fact make in the way s/he handled the responsibilities? What difference might older children in the family make in the way roles are viewed and managed?

☆ Some of the case situations, other examples described earlier, and others developed by class and teacher also could be utilized to consider roles, priorities, options, etc.

If a typical person, student or otherwise, is asked, "What do you think of when you hear the words "home management," the usual reply is related to "efficiency," "budgeting," "saving time and energy," etc.—the *techniques* of home management, rather than the basic purpose of management. As techniques and skills are learned, and their uses considered, it might be helpful for the class to reflect on McKee's definition of home management:[63]

> The central aim of management in the home focuses on developing the kind of atmosphere or setting in a home which enables all the people in that home, old and young, to grow into mature and healthy persons—physically, emotionally, intellectually, socially, spiritually.
>
> Put another way, home management seeks to create the conditions which will allow each person in the home to become the kind of person [she or] he is capable of becoming.
>
> The instrumental values which home management furthers such as order, efficiency, skills need to be seen in the context of the kind of situation they establish and the quality of living they make possible.

That is, management provides the *means* to an end, rather than the end in itself.

TEACHING ACTIVITY Students may compile helpful suggestions for doing things more easily. The focus may be on saving time and energy, on sharing responsibilities (the next topics in this section), or whatever seems most valuable to them. More efficient use of time and energy may be considered in the context of the smaller amount of homemaking time available to employed homemakers. Furthermore, better use of these resources may improve the quality of life, so that available time and energy are utilized more enjoyably as well as more effectively. Students may use their own helpful hints and talk with parents, friends, neighbors, teachers, etc. All people, even though they may not consider themselves "good managers," are likely to have at least one helpful suggestion to share. These ideas could be compiled into a class booklet, and some generalizations made. These relationships might serve as useful subdivisions for the booklet. For example:

Planning makes work easier and saves time.

Organizing saves effort.

Dovetailing (doing two things at once) makes good use of time.

Setting priorities helps insure that the most important things get done.

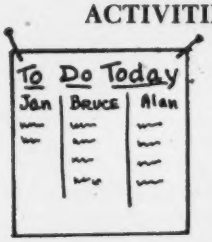
---

[63] William McKee, "Values in Home Management" in *Values and Decision Making* (Washington, D.C.: American Home Economics Association, 1969), p. 16.

Even if you're on the right track, you'll get run over if you just sit there.

Yours—Mine—Ours: Sharing Tasks and Responsibilities. Traditional roles are changing, often causing considerable psychological and social stress. Breadwinner and breadbaker may be the same person, or both homemaker and provider roles may be shared by man and woman. Occasionally, a father takes the primary child care/homemaking role, while the mother is employed outside the home. All kinds of arrangements are possible, including the traditional wife-homemaker and husband-provider roles still preferred by many men and some women.

TEACHING ACTIVITIES



Suppose that the father is a writer who works at home while the mother has an outside job. How might they organize their daily life? Who would bake the cookies for PTA? Or take the children to get shoes? Or take the car for repairs?[64]

☆ Ms. Jenkins has just gone to the hospital for an emergency operation. Her children Jan, 15, Bruce, 12, and Allan, 8, are responsible for the family meals and keeping the house straight. Make a simple schedule of things for each person to do.

Dr. Lee Salk suggests encouraging and preparing men for a more active role in parenting, including paternity leave for new fathers, flexible job hours for working parents of children under three, "replacing the old home economics and shop classes with 'human survival training'" where "both boys and girls would learn to cope with the necessities of life—food, clothing, shelter, and care of the young." He emphasizes choice—avoiding rigidity either in traditional or "modern" attitudes.[65]

TEACHING ACTIVITIES

To help students identify the variety of possibilities for handling family responsibilities, try this activity:[66]

1. List on board all of the responsibilities of a young couple living in their own home.
2. Have each student transfer each of the above to a small card or sheet of paper, one item on each card.
3. Each student will then divide the responsibilities according to who he feels should be responsible for them if both members are working full time outside the home. Half the class could be "husbands," half "wives."

[64]Ruud, *op. cit.*
[65]Claire Safran, "What We're Finding Out about Sexual Stereotypes," *Today's Health*, October 1975, p. 14.
[66]Brun, *op. cit.*, p. 84.

4. Next divide the class into couples and have the couples do the same thing, arriving at a common division satisfactory to both.
5. Discuss with the class the variety of possibilities and how important it is for each family to define its own roles as accepted by each of its members.
6. Using different colors of cards for each stage, have the students identify new roles that are added as the family goes through the family-life cycle. Repeat 2-5 if desired in order for the students to see how changes may be made as the stage in the family life changes.

Sample of responsibilities: Divide them into stacks of Female Roles, Male Roles, Together, and Outside Help

Making the beds	Doing the laundry
Grocery shopping	Ironing
Paying the bills	Planning vacations
Mowing the lawn	Cleaning the car
Household repair	Preparing breakfast
Preparing lunches	General cleaning
Preparing dinner	Setting the table
Doing the dishes	Taking out the garbage
Entertaining	

☆ Exploration of attitudes related to role sharing and suggestions for sharing responsibilities might occur with a simulated activity:

Scene is a local laundromat at 10:30 P.M. Fred Landis, Cathy Allison, and Hank Blue are all doing their family laundry. Fred resents doing the laundry while his wife is at work at the hospital; Hank really doesn't mind, and Cathy is surprised to see the men there. She says, "Why are you guys doing the laundry?..."

Teens may gain a new view as they put themselves in the role of parents, considering necessities of work and finances, the help or hindrance of other family members in sharing or rejecting responsibilities, and perhaps some helpful hints for sharing in an easier way.

☆ Interview or invite to class one or more individuals for a discussion on sharing responsibilities. A more balanced view will be likely if the group includes some couples, and represents different ages, varied sharing arrangements, and different points of view. Some homemakers might be employed, some with small children, some active in the community, some men. Avoid leaving the impression that one must be "superwoman" to fill several different roles. It also might be noted that sharing roles need not imply just sharing housework, but involves—or can involve —equality in responsibility and decision-making as well. Many different types of sharing are possible. One man may enjoy cooking; another may prefer typing his wife's papers; one woman may enjoy building shelves; another may prefer keeping the financial records. All are free to choose; all are liberated from the rigidity of traditional role expectations. Freedom of choice also may result in both persons choosing the same tasks—or in neither choosing some tasks. Situations such as these might be considered by the group.

☆ **Twenty-five Hours in Your Day.** Suppose your day had 25 hours. How would you use that extra hour? (Jot down two or three uses.) Are these time uses important enough to try to fit into your 24 hours? How could you do this?

☆ Suppose you had a bank that did this:

Credited your account each morning with $1,440
Carried over no balance from day to day
Allowed you to keep no cash in your account
Every morning cancelled whatever part of the money you had not used the previous day

What would you do? Draw out every cent every day, of course—and use it to your advantage!

We might think of our time as such a bank. Every morning it credits us with 1,440 minutes. Every night, it rules off as lost whatever of this we have failed to use or invest to good purpose. Time allows no lending, no borrowing, no overdrafts. Each day opens a new account. Each night it destroys the records of the day, and if we fail to use the day's deposits, the loss is ours.

***The world is moving so fast these days that the man who says it can't be done is generally interrupted by someone doing it.*—Elbert Hubbard**

☆ How do you spend *your* time? Keep track of your time for two consecutive days, one week day and one weekend day. Any activity done for less than 15 minutes can be combined with other time intervals. Begin and end each day's record at midnight. That way it won't matter what time you get up and go to bed; your actual amount of sleep will be recorded.

From	To	Activity	Hours & Minutes Spent
12:00 A.M.	8:00	Sleep	8 00
8:00	8:15	Personal Care	15
8:15	8:30	Breakfast	15

Next, calculate how much time you spent in different types of activities—sleep, rest; classes, study; eating; personal care; work for pay; passive recreation (talking, watching TV, etc.); active physical recreation; other (specify). You may figure percentages of time spent in each type of activity if you wish.

Consider how you used your time. Were you surprised at the amounts of time you spent on different activities? Do you have any problems with your use of time (Late for class, appointments? Assignments late? Not enough time for all you want to do?) What activities do you value most? What goals have you set for yourself in school? In personal and other activities? What changes would you like to make in the way you use your time so that you accomplish your goals and do what really is most important to *you*?

Decide what changes you want to make, and try them for one week. Do you like the changes? Do you want to continue with them, or do you want to make other changes?

Learning where our time actually goes can be a big surprise, but unless we know how we use our 1,440 minutes, our 24 hours in each day, it is difficult to know how to use our time in a more satisfying way.

How To Make the Most of Your Time

People don't lack time—they just do not use it effectively, says Alan Lakein, a professional management consultant.[67] He suggests ways to use your time wisely.

- Plan your schedule—or a list of things to do—the night before or first thing in the morning. Set priorities for the day and do those that *truly* matter to you. Some of the others really may not matter.
- Learn when your Prime Time is. If you are alert and productive early in the morning, plan your most demanding tasks then. Or if you start "perking" late in the evening, schedule your work accordingly.
- Make a list and do the most important things first.
- Take a break occasionally, and give yourself a reward when you accomplish some things on your list. More frequent breaks throughout the day are more helpful than a long rest after you are exhausted.
- Examine old habits. Is there an easier way?
- Try to handle each piece of paper just once.
- Delegate and share responsibilities.
- Make good use of "waiting time." Relax, read, plan, think, write a letter, knit, etc.
- Don't waste time regretting failures, or feeling guilty about what you don't get done.

Planning and setting priorities may give us a "25th" hour, or make more satisfying the 24 hours we actually have.

Success: doing the common task uncommonly well. —Source Unknown

Do we recognize that time involves *quality* as well as *quantity*? If a small child eagerly dashes in, clutching a small bouquet to share with us, do we show appreciation of this sharing—or do we trample the child's enthusiasm by overreacting to the muddy trail left by little feet? Or if a friend comes to us with a problem—or a joy—do we take time to share and to care? It is a small fraction of a day's time—yet it may be significant.

Super-efficiency can destroy spontaneity; is your list or schedule a guide or a straitjacket? Planning and efficiency, getting something done early or on time may also give us the freedom to respond to the unexpected or yield to the impulse. Often these are moments to treasure, the fabric of which memories are made.

Ann Landers has shared these comments by 85-year-old Nadine Stair of Louisville, Kentucky:

> If I had my life to live over:
> I'd dare to make more mistakes next time.
> I'd relax. I would limber up. I would be sillier than I have been this trip. I would take fewer things seriously.
> I would take more chances. I would take more trips. I would climb more mountains and swim more rivers. I would eat more ice cream and less beans.
> I would perhaps have more actual troubles, but I'd have fewer imaginary ones.
> You see, I'm one of those people who live sensibly and sanely hour after hour, day after day. Oh, I've had my moments and if I had it do do over again, I'd have more of them.
> In fact, I'd try to have nothing else. Just moments, one after another, instead of living so many years ahead of each day. I've been one of those persons who never goes anywhere without a thermometer, a hot water bottle, a raincoat, and a parachute. If I had to do it again, I would travel lighter than I have.
> If I had my life to live over, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.[68]

[67] "How To Use Your Time Wisely," interview with Alan Lakein, *U.S. News and World Report*, 19 January 1976, pp. 45-47.

[68] Quoted by permission of Ann Landers. This reprint from the Association for Humanistic Psychology Newsletter appeared in her column in April 1976. (Clipped by the author from the *Decatur* (Illinois) *Herald Review*.)

Identifying and Promoting Needed Legislation: "There Ought To Be a Law. . ."

Many of the situations we have considered can be avoided or alleviated with adequate knowledge, advance planning, and/or development of abilities and healthy attitudes. However, in other instances, change is needed—and perhaps we can be change agents. The following activity is likely to be most valuable if students can become involved in an actual situation and try to improve it.

Students might consider:

TEACHING ACTIVITY Have you ever faced a problem or an issue that did not seem to have any solution without changing a law—or perhaps by adding a new law or ordinance? (Local laws are often called ordinances.)

Perhaps you know someone like Mr. Fowler (case situation 11, page 6). Using situations arising from class discussions, or other problems, plan what you could do to improve the situation. Here are some examples:

- Improve a dangerous school crossing
- Improve the school lunches
- Improve the foods sold in school vending machines so that more nutritious selections are available
- Add nutritious a la carte foods to school lunch (salads, sandwiches, others)
- Help pass a school referendum that helps keep activities and experimental classes
- Improve safety procedures on school buses
- Register a complaint about an unsafe toy
- Increase use of school facilities for recreational purposes
- Propose a new class that you think is important
- Design alternatives to dumping in the creek that runs near the school
- Suggest ways to reduce the wasted electricity at school

Works in groups. *Decide* who has authority to do something about the problem you are tackling—the city council, the school board, the state legislature, Congress, the mayor, the school administration, the student council, a government agency, the voters.

What *strategy* will you use to make a change?

- Learn as much as you can about the problem. Most issues have several sides, and most solutions are not nearly as simple as they seem at first.
- Learn enough about the person or group in authority to know what approach is likely to be most effective. Does the official support or oppose the idea? How did she or he vote before on a similar issue?
- Get the facts so you can present your proposal clearly and concisely. Be prepared for questions and criticism. What will it cost? What changes would have

to be made? How much support is there for this proposal? What are its advantages, disadvantages? Plan your presentation. Prepare pictures, charts, take surveys, etc., as applicable. Plan a letter-writing or calling campaign if appropriate. Dramatize the issue sometimes.

If possible, *follow through* on the situation by meeting with the person or groups responsible for the change. If this is impossible, set up a pretend city council meeting, school board meeting, a talk with an official, etc.

Evaluate: Did the strategy work? Why or why not? Is it worth trying again? Do you need more information? More supporters? Don't be discouraged. One attempt is seldom successful. You may need to learn more about the opposition, talk or write to officials individually, talk to other groups, win more allies and work together. If you are convinced you are right and the issue is important, be prepared (do your "homework"!), be quietly assertive, be persistent.

Do you think politics is dirty? That one person can't make a difference? Elections are sometimes decided by a single vote. If politics is a dirty word, it is at least partly because not enough people care, not enough get involved. Someone said, "Money talks because the people don't." Officials *do* read thoughtful letters, and sometimes change their minds. Legislators look to informed people to provide them with facts. The special interests will give their side; officials rely on citizens and knowledgeable groups to provide a balance.

Do you think political action belongs only in a civics class? All of us are consumers, we all use energy, we all eat, we all breathe. Our informed opinion about product safety, energy conservation, nutrition, and clean air is important—if we care enough to act, and learn to do it effectively.

When you contact officials—in your school, in your city, in the state capital, and in Washington, you may be more effective if you

are brief. Keep your letter to one page, or make a call short. Include only the bare essentials.

get to the point. The first paragraph is most important. Discuss only one issue in each letter or call.

are factual. Be sure you can back up your data. You may wish to note your information sources and include a pertinent local editorial.

are polite and reasonable. If you antagonize the official, you turn him/her off immediately.

use your own words and your own stationery. Form letters are of relatively little value, although some legislators admit keeping a simple tally on some issues.

write legibly. Handwritten letters are fine if they are readable.

are timely. Write or call when the issue is at the appropriate stage for action. Sometimes this is when legislation is proposed, when it is being written, when it is being amended, or at various stages of the voting process. Interested groups often are effective in letting members know the best time to contact officials.

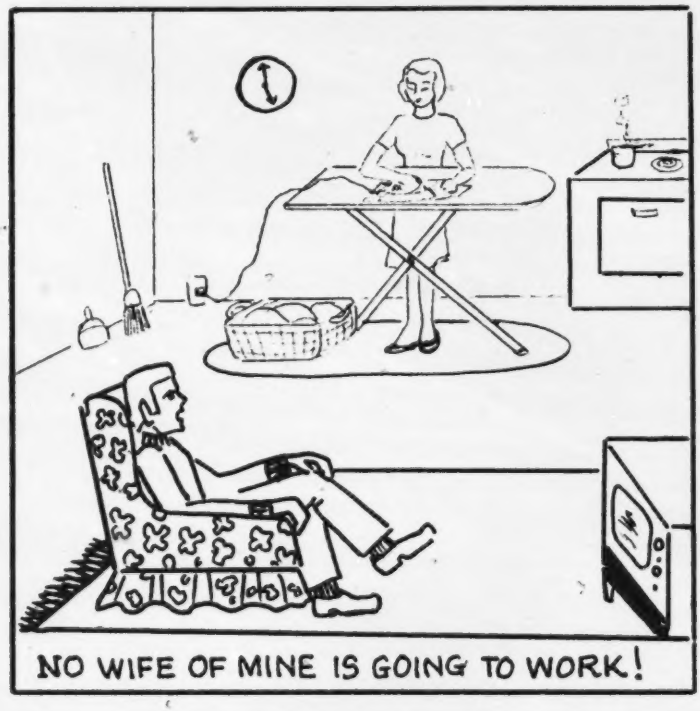
sign your name clearly and give your address. Usually, it is not very effective to contact someone outside your district who is not responsible to you on election day. If you call, identify yourself clearly.

express appreciation when you approve of an official's action. Sincere praise is appreciated —and often is remembered later when you request or criticize.

be realistic. Recognize that politics is the "art of the possible," and compromise can be honorable. Often everyone ends up with somewhat less than top preference. Try to understand that an official represents many constituents and trying to please them all as well as act as she/he believes is right is always difficult and often impossible.

Each of us is only one, but as Edmund Burke admonished long ago, "the only thing necessary for evil to triumph is for good men [and women] to do nothing."

That quotation seems relevant not only to politics and legislation, but also to all aspects of changing societal roles: breaking stereotypes, recognizing varied life style options, becoming more aware of legal rights, and preparing for diverse and changing roles—employment, making homes, being a person—living to the utmost in today's world and tomorrow's.



***Whether we will it or not, we cannot journey without leaving footprints, and others will follow because we have marked the way.*—Source Unknown**

***The only dignity which is genuine is that not diminished by the indifference of others.*—Dag Hammarskjold**

***The best way to have a good idea is to have lots of ideas*—Linus Pauling**

FOR FURTHER READING

Alexander, Shana. *State by State Guide to Women's Legal Rights*, Wollstonecraft Inc., 6399 Wilshire Blvd., Los Angeles, CA 90048. Contains laws on marriage, divorce, children, work, abortion, rape, death and taxes, state by state. Could be used by 10-12 grade students.

Bisbee, Joyce E., ed. *New Perspectives on Changing Roles*, J. C. Penney *Forum*, Spring/Summer, 1976. Helpful discussion of changing roles and preparation for them. Several learning activities.

Borrowing Basics for Women, First National City Bank, Public Affairs Dept., P.O. Box 939, Church Street Station, New York, NY 10008. Very helpful, informal style, free.

Brun, Judy. "Educating for Changing Roles," *Illinois Teacher of Home Economics*, 19(2):79-88, 1975. Group discussion of multiple roles and changing roles in society, with specific suggestions for teaching about such roles.

Cohen, Monroe D., ed. *Growing Free: Ways to Help Children Overcome Sex-Role Stereotypes.* Association for Childhood Education International, 3615 Wisconsin Ave. NW, Washington, D.C. 20016. Includes suggestions for implementing a nonsexist curriculum, as well as ideas for involving children in classroom activities that can help them overcome sex-role stereotypes. Excellent.

Freeman, Jo. *Women: A Feminist Perspective.* Palo Alto, Calif.: Mayfield Publishing Co., 1975. Compilation of articles related to socialization, sex roles, discrimination, employment, and education.

Gersoni-Stavn, Diane, compiler. *Sexism and Youth.* New York: R. R. Bowker Co., 1974. Socialization, sex role stereotyping in society, in schools, books, media. Suggestions for improvement, lists of "toys for free children" and evaluation of children's books in relation to sexism.

Hunt, Morton. "Today's Man: Exclusive Gallup Survey on the Emerging Male." *Redbook*, October, 1976, p. 112. Report of U.S. men's perception on effects of the Women's Movement on their lives, as well as extent and effect of equality in marriage and in other facets of life.

Mothers at Work. Metropolitan Life Insurance Co., One Madison Ave., New York, NY 10010. Suggestions for family members to cope with homemaking relationships—the total family situation when mother has job outside the home. Free pamphlet, good for student use.

Rawalt, Marguerite. "The Legal Rights of Married Women," *Illinois Teacher of Home Economics*, 19(2):89-90. Brief summary of such rights.

Schwartz, F. N. *How to Go to Work When Your Husband is Against It, Your Children Aren't Old Enough, and There's Nothing You Can Do Anyhow.* New York: Simon and Schuster, 1972. Practical suggestions to employers and to homemakers who wish to become employed, including continuing education as applicable.

Theodore, Athena, comp. *The Professional Woman.* Cambridge, Mass.: Schenkman Pub. Co., 1971. Excellent compilation of research concerning many factors related to professional women.

U.S. News and World Report. "Special Section/Women," December 8, 1975, pp. 54-74. Current data and discussion of status of U.S. women in the labor force; also earnings; education; changing work roles; women at home; single women; influence of women on finance; women's rights.

Yates, Martha. *Coping: A Survival Manual for Women Alone.* Englewood Cliffs, N.J.: Prentice-Hall, 1976. Excellent, current, reflects experience documented by pertinent data. Helpful suggestions for preparing for the single life (widows, divorcees, any singles), as well as for those presently coping in those situations.

***Capacities clamour to be used, and cease their clamour only when they are well used.*—A. H. Maslow**